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ABSTRACT

This manual provides a common philosophy of preservice teacher preparation and a framework that can be utilized for the design of preservice teacher preparation programs in reading on the elementary school level to achieve the goals and objectives of the national Right to Read office. Discussion concerns (1) the establishment of a Right to Read Task Force, (2) the assessment of the present teacher preparation program, (3) the identification of need for change, (4) the identification of program objectives and performance objectives for each prospective teacher, (5) a review of effective Right to Read programs and their effective components, (6) the planning and designing of a Right to Read program, (7) methods and materials for preservice teacher preparation, (8) the implementation of a Right to Read program, (9) evaluation of Right to Read preservice training programs, (10) followup, and (11) institutionalization of the Right to Read program. Appendixes include performance objectives, evaluation methodology, introduction to methods of teaching reading (training module) evaluation processes, and a follow-up questionnaire. (HOD)

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right to read

a manual for conceptualizing, planning, designing, implementing and evaluating

preservice teacher preparation programs at institutions of higher education

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APPENDIX E - Follow-up Questionnaire, Boston University, Boston, Massachusetts

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INTRODUCTION

The Right to Read Office, Office of Education, U.S. Department of Health, Education and Welfare, Washington D.C. awarded a contract, Promising Practices for Preservice Teacher Preparation Programs in Reading on the Elementary Level. The objectives of the contract were: 1) to identify effective components, products, processes and promising practices of thirty-four funded Right to Read projects at institutions of higher education in preservice teacher preparation programs; and 2) to develop a manual/handbook describing the identified effective components, products and processes.

The methodology employed to achieve the objectives was as follows:

1. Establishment of a task force consisting of: reading specialists representing teacher preparation institutions which are active members of the American Association of Colleges for Teacher Education (AACTE), a cooperating elementary school teacher, an evaluator with a background in reading and teacher education, and a Dean of a School of Education whose institution is an active member of AACTE;

2. The design and utilization of an assessment instrument to identify promising practices, processes, products and effective components in the thirty-four funded Right to Read Preservice Teacher Preparation Programs. The assessment was conducted by reviewing written documents and products on file in the National Right to Read Office;

3. Analyzing and interpreting the results of the assessment;

4. Determining which of the thirty-four programs have effective components, products and processes;

5. Conduct an indepth on-site assessment of selected outstanding programs and identify any additional effective practices which were not identified in the review of documents and products;

6. Analyzing and interpreting the results of the on-site assessment; and

7. Develop a manual/handbook to describe the selected effective programs' components, processes and products.

The Task Force members, solely by themselves, completed all of the contract requirements, support staff assistance was provided by the contractor.

The thirty-four (34) institutions of higher education funded by the National Right to Read Office to conduct programs which were assessed are:

Aquinas College
Grand Rapids, Michigan

Ball State University
Muncie, Indiana

Boston University
Boston, Massachusetts

Central Missouri State University
Warrensburg, Missouri

Drake University
Des Moines, Iowa

Eastern Kentucky
Richmond, Kentucky

George Peabody College
for Teachers
Nashville, Tennessee

Howard University
Washington, D.C.

Kent State University
Kent, Ohio

Madison College
Harrisonburg, Virginia

Madonna College
Livonia, Michigan

Metropolitan State College
Denver, Colorado

North Georgia College
Dahlonega, Georgia

Oakwood College
Huntsville, Alabama

Southwest Minnesota State College
Marshall, Minnesota

Temple University
Philadelphia, Pennsylvania

University of Delaware
Newark, Delaware

University of Maine at Farmington
Farmington, Maine

University of Missouri
St. Louis, Missouri

University of North Iowa
Cedar Falls, Iowa

University of South Alabama
Mobile, Alabama

Washington State University
Pullman, Washington

McNeese State University
Lake Charles, Louisiana

Murray State University
Murray, Kentucky

Northwestern University
Evanston, Illinois

Rhode Island College
Providence, Rhode Island

SUNY - At Oswego, New York
Oswego, New York

University of Bridgeport
Bridgeport, Connecticut

University of Houston/Clear Lake
Houston, Texas

University of Michigan at Flint
Flint, Michigan

University of North Florida
Jacksonville, Florida

University of Puget Sound
Tacoma, Washington

University of South Dakota
Vermillion, South Dakota

Wichita State University
Wichita, Kansas

Purpose of the Manual

The purpose of this manual is to provide a common philosophy of preservice teacher preparation and a framework which can be utilized for the design of preservice teacher preparation programs in reading on the elementary level to achieve the goals and objectives of the National Right to Read Office, Office of Education, U.S. Department of HEW, Washington, D.C. This philosophy and framework addresses program management and its development process and the components of a comprehensive program in the teaching of reading; encourages and assists institutions of higher education in program design and alternative approaches to preservice teacher preparation in reading; and provides exemplary examples of effective programs, funded for two years by the National Right to Read Office, which utilized the Program Management process in the development and implementation of comprehensive preservice teacher preparation programs in reading on the elementary level.

It is hoped that after a careful review of the manual content, in whole or part, that the reader can set about marshalling the necessary resources at their institution and from the total community to design a preservice teacher preparation program which is innovative and effective in reducing illiteracy in our nation.

Description of the Right to Read Planning and Assessment Process

The National Right to Read Office has developed and has available for utilization a planning and assessment process. This process has successfully served as a guide to develop and install preservice teacher preparation programs for Institutions of Higher Education (IHE), State Education Administrations (SEA's), Local Education Administrations (LEA's) and non-profit organizations.

The planning and assessment process purposefully used enables a prospective Right to Read program to determine through a series of processes the status of a given reading program; identifies areas in which the teaching of reading can be enhanced, or enriched for the student; allows for an assessment of the reading program in order to prioritize improvement opportunities; and, finally, provides for a planning process by the institution and community to design and implement an effective and innovative reading program to achieve the goals and objectives of the National Right to Read program.

Funded Right to Read programs utilized a variety of tools to assess existing programs. In some institutions questionnaires were designed and utilized to gather assessment data. The data was then analyzed and descriptive findings were documented. These findings were later prioritized and matched up with the nine (9) competency goals to determine the focus of the Right to Read program. Other institutions, through a series of meetings with undergraduate and graduate students, teachers and administrators in the participating elementary schools,

Right to Read project staff, and faculty members from the institution's school of education conducted comprehensive assessments. In both cases, the goal of the assessment was to determine the need for change in the existing program and to either develop and install a new program of preparation in the field of the teaching of reading, or the development and installation of components necessary for the restructuring of an existing program, for undergraduate or graduate students who are preparing to become elementary school teachers.

The Right to Read Flow Chart for Program Assessment and Planning (see Figure 1) has been successfully utilized by Local Education Administrations (LEA's), State Education Administrations (SEA's) and non-profit organizations to assist in the development and installation of Right to Read programs.

MANUAL UTILIZATION AND BENEFITS

This manual has been prepared to assist institutions of higher education who may wish to modify or initiate new programs in preservice teacher preparation programs. The manual will serve as a guide in conceptualizing, designing, implementing, administering and evaluating Right to Read programs at the elementary level.

The manual has been designed to provide easy access to the component parts of the Right to Read program. For example: if the reader is interested in Right to Read evaluation they should refer to the table of contents under the caption Evaluation. The reader should note the subparts under evaluation: assessment of student performance, evaluation research, process for formative evaluation, monitoring, and implementation studies. Each subpart addresses itself as to the how, when, where, why and what of the evaluation processes. These subparts have been prepared based upon experiences as they occurred in various Right to Read projects. Also suggested are ways in which the experiences of these projects can be helpful to practitioners in the field who are attempting to evaluate their own preservice teacher preparation programs.

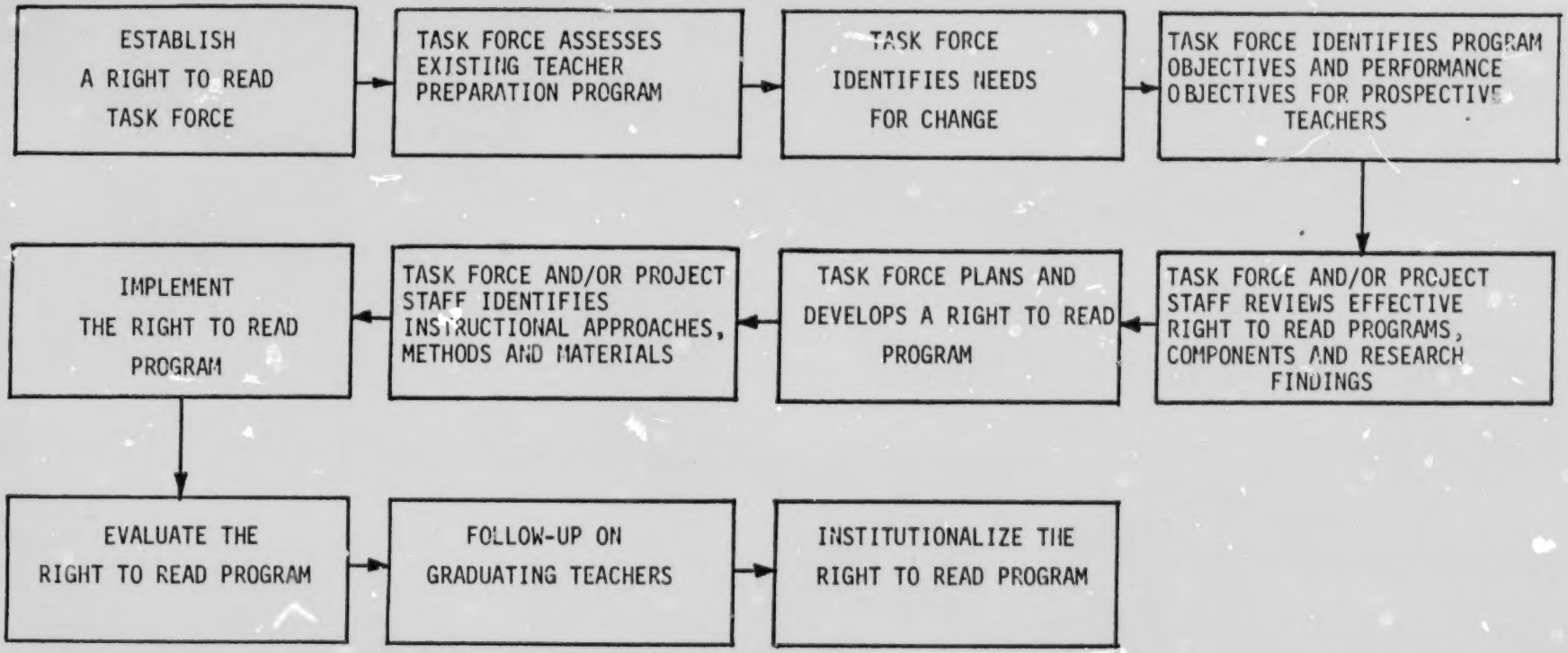
Each of the remaining Right to Read program components; student performance, program organization, grouping patterns and articulation of the reading program, resources, summary of priorities, standards of excellence, goals and objectives, diagnosis/prescription/program support design, staff development, instructional materials, equipment and services, cost analysis, and monitoring are treated in the same manner.

Those who can benefit most from the manual content are university/college students and faculty, participating elementary school staffs, children, and parents.

It is most significant to point out that Right to Read programs can be installed and administered without additional cost to program sponsors and with minimal redirection of resources. Technical assistance for the installation of Right to Read preservice teacher preparation programs is available and will be provided by the United States Office of Education, Right to Read Office, and Federally funded preservice teacher preparation institutions upon request. For needed assistance please call Barbara S. Little, Education Program Specialist, United States Office of Education, Right to Read, Washington, D.C. (202) 245-7950.

A FLOW CHART OF RIGHT TO READ PROGRAM
ACTIVITIES FOR PRESERVICE TEACHER PREPARATION

FIGURE 1


ESTABLISH A RIGHT TO READ TASK FORCE
TASK FORCE ASSESSES EXISTING TEACHER PREPARATION PROGRAM
TASK FORCE IDENTIFIES NEEDS FOR CHANGE
TASK FORCE IDENTIFIES PROGRAM OBJECTIVES AND PERFORMANCE OBJECTIVES FOR PROSPECTIVE TEACHERS
TASK FORCE AND/OR PROJECT STAFF REVIEWS EFFECTIVE RIGHT TO READ PROGRAMS, COMPONENTS AND RESEARCH FINDINGS
TASK FORCE PLANS AND DEVELOPS A RIGHT TO READ PROGRAM
TASK FORCE AND/OR PROJECT STAFF IDENTIFIES INSTRUCTIONAL APPROACHES, METHODS AND MATERIALS
IMPLEMENT THE RIGHT TO READ PROGRAM
EVALUATE THE RIGHT TO READ PROGRAM
FOLLOW-UP ON GRADUATING TEACHERS
INSTITUTIONALIZE THE RIGHT TO READ PROGRAM

PROGRAM MANAGEMENT PROCESS

TABLE 1

ACTIVITY	PARTICIPANTS	PROCEDURES
1. Establish a Right to Read Task Force	representatives from LEA's, SEA's educational associations, students, community groups and faculty from different departments in the school of education	. Right to Read project staff identifies representative groups and obtains consent for participation . establish working committees . plans, implements and evaluates
2. Assess existing teacher preparation program	members of the Task Force and/or project staff	. design and utilize an assessment instrument or conduct the assessment through a series of meetings . analyze the data gathered . measure strengths and weaknesses against nine (9) competency goals . document findings
3. Identify needs for change	members of the Task Force and/or project staff (collectively or through committee assignment)	. based upon findings above determine need for change in existing program to master nine (9) competency goals . record needed changes and attendant reasons

PROGRAM MANAGEMENT PROCESS

ACTIVITY	PARTICIPANTS	PROCEDURES
4. Identify program objectives and performance objectives for prospective teachers	members of Task Force and/or project staff (collectively or through committee assignments)	. set forth program objectives based upon outcomes of 3 above . provide instruction and experiences for prospective teachers to achieve program objectives including learning activities and evaluation measures
5. Review effective Right to Read programs, components and recent research findings	Task Force Committee and/or project staff	. obtain for review, Right to Read effective programs and components from Right to Read National Office or selected projects . conduct independent research through the International Reading Association and other public and private resources
6. Planning and developing a Right to Read program	Members of Task Force (collectively or committee)	. identify and define program objectives . provide for instruction and experiences for mastery of competency goals . provide for preparation of teachers and administrators in participating elementary schools . provide for an effective management system

PROGRAM MANAGEMENT PROCESS

ACTIVITY	PARTICIPANTS	PROCEDURES
7. Identify instructional approaches, methods and materials	members of Task Force and/or project staff	. develop methodology for achieving program objectives and performance objectives for prospective teachers, including time frames . modification as necessary through monitoring and on-going evaluation processes
8. Implementation of the Right to Read Program	project staff, IHE, students, teachers and administrators of participating elementary school(s)	. develop and adhere to a work schedule for implementation
9. Evaluation	project staff, students, teachers and administrators of cooperating elementary school(s), faculty of school of education	. all aspects of the program should be evaluated through a variety of processes . evaluation should be on-going and not at the end of the program
10. Follow-Up	project staff	. vis-a-vis employer and employee . design and utilize a follow-up evaluation instrument
11. Institutionalization of the Right to Read Program	Task Force, LEA's, SEA's, IHE	. select strategies for institutionalizing (i.e., communication linkages, participation, etc. . proceed with selected strategies

PROGRAM MANAGEMENT PROCESS

In each of the Federally funded outstanding Right to Read programs the commonality was the successful utilization of the Program Management Process (see Table 1) in the development of their programs.

A program management process has been established by the Right to Read National Office. This management process is set forth under Title 45 - Public Welfare, part 151.13, Evaluation Criteria, Federal Register, Vol. 29, No. 120 - June 20, 1974 and entails the following:

1. Establishment of a Right to Read Task Force

   A Task Force should be established once a determination by an institution has been made to initiate a Right to Read preservice teacher preparation program in the teaching of reading at the elementary level. At a minimum, the Task Force membership should include representatives from local education agencies, students, community groups and faculty of schools of education and other relevant departments (science, mathematics, etc.) from universities and colleges. These representatives should be actively involved in all aspects of the planning, designing, implementation and evaluation of the Right to Read program.

An example of an effective Right to Read Task Force is one utilized by Ball State University. Ball State University chose to identify the Task Force as a Governing Board. Representatives serving on the Governing Board were:

... Project Director
... Elementary Education Department Chairperson
... Dean - Teacher College
... Director of the Reading Laboratory
... Department of Education Psychology
State Department of Public Instruction
... Superintendent or Representative of four (4) Participating School
... Three (3) Faculty Members from the Reading Department
... A Graduate Student
... An Undergraduate Student

In addition, Ball State University chose to set up a core committee consisting of faculty representatives serving on the Governing Board to function within the institutional structure to resolve attainment of the established competency goals for the Right to Read project and to work towards the institutionalization of the project.

2. Assessment of the Present Teacher Preparation Program

The Federal rules and regulations governing the Right to Read programs specifically sets forth in its funding requirements that the applicant conduct an assessment of its teacher preparation program in general and the teaching of the reading

component in particular to determine what changes are needed to make the program more effective in preparing prospective teachers to teach reading in elementary schools, and further requires that proposed projects be designed in light of that assessment.

The conduct of the assessment affords the institution the opportunity to objectively determine needs for change in the existing reading component for teacher preparation. Change does not necessarily mean "reinventing the wheel" and can come about through the improvement of existing teacher preparation programs with innovation and without additional cost to the institution. Assessment is not only time consuming but is difficult as well. Yet, it is the foundation for program development. It is through an on-going assessment process that program improvement opportunities can be identified and necessary redirections effected to enhance the program.

Assessment of existing preservice teacher preparation programs as they related to the Right to Read nine (9) competency goals were conducted by the funded Right to Read institutions. In each case, the outcomes of the assessment were dependent upon the data sources and the data obtained. It is both desireable and essential that an assessment be conducted to determine the status quo of the reading component. Once the assessment has been completed, the institutional sponsor can then proceed to the next step in the management process, identification of <u>needed changes</u>.

In conducting the assessment of current preservice teacher preparation programs a prospective sponsor must establish what its competency goals are for the students and the assessment should be conducted to determine if said goals are being achieved. The Right to Read program required the following nine (9) competencies:

1. Develop an understanding of the reading process.
2. Develop mastery of a variety of approaches to the teaching of reading.
3. Develop mastery of a variety of diagnostic instruments and techniques.
4. Develop the ability to individualize instruction.
5. Provide a variety of teaching experiences with children in school settings, including one-to-one instruction, small group instruction, and whole class instruction.
6. Enable the prospective teacher to integrate reading instruction into subject matter courses such as social studies and mathematics.
7. Develop an understanding of the language development of children, and how to stimulate it in the classroom.
8. Develop understanding and appreciation of children's literature and present it effectively.
9. Develop appropriate skills and attitudes to teach reading to children from diverse cultural and linguistic backgrounds.

3. Identification of Need for Change

As a result of assessment completion and the analysis thereof, determinant findings should be noted and documented. Needs for changes in the teacher preparation program for mastering the nine (9) competency goals mentioned earlier should be identified.

The analysis of the assessment findings might indicate that the institution's approach to preservice teacher preparation does not meet one or more of the goals for mastering the nine (9) Right to Read competencies. This should clearly indicate the need to seriously examine the preservice teacher preparation program to determine what changes are in order for improvement in the program. The changes necessary might possibly be using new or additional textbooks, establishing a more favorable rapport with participating elementary schools, integration of reading instruction into subject matter courses, using new materials, etc. The single most important factor this process should reflect is the identification of program weakness in mastering the Right to Read competencies and the need for the development and implementation of new program concepts to accomplish the competency goals.

Many of the funded Right to Read projects adopted these overall competency goals with some modifications and additions for their program framework but some projects sought wider input to the goal setting process. For example: the Right to Read

project staff at Northwestern University conducted a comprehensive literature search to identify research-validated competencies in the teaching of reading, but found few that were clearly supported; and at George Peabody College for Teachers, the project staff consulted with a broadly representative advisory board, special education teachers and supervisors, and content area specialists regarding the formulation of competency goals. A few institutions chose to focus on one of the nine (9) Right to Read competency goals as their program's primary thrust. Metropolitan State College, for example, set as its goals the integration of reading and bilingual-bicultural education into the elementary school curriculum via an integrated day approach. All of their competency goals were then developed in accordance with that focus. Thus, for instance, they emphasized the language experience approach to reading instruction rather than covering a variety of approaches. Broadening participation in goal-setting to include personnel in the field and representatives of the community can be an antidote to the actual or perceived insularity of higher education. For mastery of designated competencies it is suggested that the approach focus on the program designers' identification of competencies essential for effective instruction in a Right to Read program. These competencies are subsequently written in behavioral terms indicating what behaviors generally performed by students in the program constitute mastery of any given competency. Here

the focus is on developing competencies and skills primarily in the cognitive and psychomotor domains of learning. The affective domain is generally addressed via the many different ways in which competencies may be realized by students in a program. Evidence of mastery of these designated competencies may be demonstrated by students in the program via paper/pencil tests, university/college-based class discussion, field-based work with children, independent study projects and/or the completion of modules geared toward specific competencies. These alternatives represent a partial list of the ways in which competencies may be realized.

Four critical stages should be developed when building a program that focuses on mastery of designated competencies: 1) identification and definition of competency; 2) relevance of the competency in terms of total program goals and objectives; 3) identification of behaviors by students in the program that will demonstrate mastery of the given competency; 4) alternative means of realizing these competencies that accommodate a variety of learning styles (i.e., visual, auditory, tactile-kinesthetic etc.). The fourth stage flexibility is greatly enhanced if the first three stages are well planned and well organized.

4. Identify and Prioritize Program Objectives and Performance Objectives for Each Prospective Teacher

After the assessment analysis and the needed changes in the existing program have been identified the prospective sponsor should again examine the nine (9) competency goals in terms of

identified changes needed. The prospective sponsor should then, with the input from the Task Force, prioritize their reading program objectives and determine the most effective vehicle to achieve the primary objectives including performance objectives for each prospective teacher. The Rhode Island College model is one that can be replicated or serve as a guide for the development of performance objectives.

The model is as follows:

Specifies Performance Objectives for Prospective Teachers

The entire Rhode Island College model is based on an objective-based approach to teaching undergraduate teachers-in-training. Specific objectives have been stated, learning activities listed, and post assessment options delineated for all aspects of the project. How each of the components of the project meets this criteria will be specified.

The Undergraduate Reading Methodology Course

Students who enroll in this course are required to demonstrate mastery of a minimum of twenty-five required objectives. For students who intend to try for a higher grade, thirty additional objectives have been stated. These are known as "optional" objectives from which students can select from in order to attain a higher grade. The required objectives are all found in the first nine required modules in the Reading Methods Handbook by Professors, Stieglitz and Rude. The optional objectives are found

in thirteen of the fourteen modules. Thus, both required as well as optional objectives are found in the first nine modules, but only optional objectives are found in the remaining five modules.

As a part of the ongoing evaluation of the project, students were asked to rate the clarity of the specified objectives. With only minor exceptions, objectives were rated as "adequate" or higher; in most cases roughly eighty-five percent of the respondents rated the objectives as "clear" or "extremely clear".

The Undergraduate Language Arts Course

Students who enroll in this course are required to demonstrate mastery of a minimum of thirty objectives which are included in the eight language arts modules. To determine whether students perceived the intent of each of the competencies within the modules, they were asked to rate the clarity of the objectives within each of the modules. Approximately seventy-five percent of the students who enrolled in the course rated the clarity of the objectives as "adequate" or "clear".

The Elective Undergraduate Reading Methods Course

While this course has not been offered to date, the modules have been written using specific objectives similar to those used in the undergraduate reading and language arts courses. It is assumed that students will continue to rate the clarity of these "new" objectives as high as they have for the other two competency-based courses.

An excellent illustration of performance objectives for prospective teachers including learning activities, performance and evaluation has been developed as the Language Arts Reading Competencies by Ball State University, Muncie, Indiana and is included in the appendices for review.

5. A Review of Effective Right to Read Programs and their Effective Components

The following are four (4) summaries of effective Right to Read programs and their effective components. The Right to Read Task Force selected these institutions for inclusion in the manual only after careful deliberation to provide for review of different types of installed programs.

BALL STATE UNIVERSITY
MUNCIE, INDIANA

The Right to Read program that evolved at Ball State focused on integrating language arts and reading in comprehensive course work at the university, and field-based experiences in four of the surrounding school districts. The university faculty involved in this program worked directly with field-based people (superintendents, school administrators) in the planning and management of the program.

The program was initiated following one year of intense and careful planning. Initially the Project Director, and other faculty involved in the project looked at the four language

arts/reading courses and their objectives in terms of the Right to Read guidelines. The nine areas identified in the guidelines were then either augmented or included in the competencies that became the basis of the program. These competencies were then tested with field people, graduate and undergraduate students for feedback. A governing board was established that met regularly during the planning year, and during the second year when the program was initiated. The governing board includes Ball State faculty, representatives from state and local education agencies, graduate and undergraduate students. Regular meetings of the governing board insured open communications between the university and field people.

The important thing to note about this process is that it was not a governing board in name only. They were actively involved during program planning and implementation. This kind of field input and emphasis helped to establish realistic program objectives and intellectual honesty.

Another point to emphasize is that when one looks at successful university-field relationships via governing boards such as that established as part of this project, one must be aware that Ball State has a history of positive relationships with the field on both local and state levels.

The faculty at Ball State Teachers' College see Ball State as a teaching service institution and maintain close ties with

the field. This has strong implications for positive working relationships with the field in joint projects such as the Right to Read program and it also has implications for the kinds of competencies that were designated in the Right to Read program. In the first instance, heavy in-servicing allows field people to know and interact with university people on both a professional and personal level. Secondly, this kind of interaction helps university people to be aware of field needs and concerns. This kind of data generates ideas that foster the development of relevant competencies in preservice courses.

The competencies developed for the Right to Read program grew out of an examination and refinement of existing competencies in the four preservice reading/language arts courses, and an inclusion of the nine areas identifed in the Right to Read proposal. Students enrolling in the Right to Read program received credit in these four courses over a one year period as follows:

FALL

E.Ed 360: Principles of Teaching and Classroom Management

E.Ed 380: Teaching of Language Arts in the Lower Elementary Grades

WINTER

E.Ed 400: Teaching of Reading in Today's Schools

SPRING

Ed. Reading 430: Corrective Reading in the Classroom

The competencies were organized into a series of clusters that had to be completed over the one year period. Clusters were grouped into three categories:

1. Individualized Content Block Clusters

   These clusters emphasize content intake and primary means of evaluation through paper/pencil testing. The modules developed in these areas are quite thorough and well done. The students proceed through these activities at their own pace, but there is a terminal point when they should be finished during the year's program.

2. Teaching Block Clusters

   These clusters emphasize teaching and interacting with children and peers in a controlled academic setting. Microteaching, simulations of one-to-one instruction and small group experiences are emphasized. When dealing with the children in the schools, the children were taken from the classrooms to work with the Right to Read students in another room (i.e. auditorium, gymnasium, etc). This kind of activity allowed the student to become proficient in learning the particular skill in a setting that encouraged mastery of the skill or skills.

3. Independent Learning Blocks

These clusters were organized for students as independent activities that focused on particular areas of interest such as the cluster focusing on Learning Centers. These clusters were not required and could be completed at any time during the program.

All of the competencies were realized by the preservice student via seminars, large and small group discussions, individual conferences, work with packaged materials, interaction with children and independent study. Each required cluster was proceeded by an orientation to the cluster which focused on an introduction to cluster content, procedures and timelines. Ball State faculty were always available for conferencing with students between orientations and formal seminar meetings. Scope and sequence charts indicated specific kinds of activities that were developed to realize specific competencies. The clusters paralleled the objectives outlined in the Right to Read guidelines.

The strength of the competencies lies in the way in which the competencies were developed. Mutual concerns and perceived needs by university and field-people fostered the development of competencies that were realistic and serviceable for the areas that were being serviced by Ball State Teacher College.

The Right to Read program jointly developed by Ball State faculty and field-based people was institutionalized as one of four programs that was available to students to complete their reading/language arts requirement for the elementary credential. This Right to Read program is doing quite well and in time, it will probably influence the other curriculum areas in teacher education at Ball State, which are taught within the particular departments.

BOSTON UNIVERSITY
BOSTON, MASSACHUSETTS

This project was successful in developing an excellent teacher education experience for undergraduates. The project faculty, the Boston University School of Education Administration, and those who reviewed the modules all expressed strong positive reactions to the project. Six factors seemed to make the project outstanding in intent and successful in implementation.

1. Interaction of methods instruction, reading instruction, and a concern for minority students

   The project brought together a reading methods instructor, a social studies instructor, and a science instructor to plan and implement a totally field-based curriculum for undergraduate students. Methods courses were taught at inner-city schools, and the teachers at these sites were involved in the planning and implementation of the program.

This was not just a program to teach university courses in public schools nor was it an occasional sharing of ideas between methods instructors. It was a totally integrated program in which the focus was helping undergraduates learn to work in and appreciate the problems and cultural richness of inner-city schools.

2. Evaluation

The evaluation included both formal and informal data collection procedures and focused on the interactions of staff and trainees. The evaluation was not just an "add on" to meet program requirements but was developed to provide decision-makers with information for revising the program.

The evaluation was open-ended, sympathetic to various viewpoints, and generally non-obstrusive. Most importantly, the evaluator was viewed as a very important staff member in project planning and management as evidenced by the fact of evaluator attendance at all planning sessions.

3. Management

The three principals in this project sought out each other because they had very compatible

educational philosophies and were willing to put in many extra hours of work. In selecting field site teachers, they looked for similar kinds of people. Those students who volunteered for this project also seemed to be those who were willing to put in a great deal of extra time.

With such a hardworking group, it could be suggested that any program would succeed. However, it is sometimes the case that such extra effort and desire to succeed results in confusion, anxiety, and even the clash of interests. Because this project maintained an extensive and open-ended communication system and because the information resulting from this communication was used for program planning, this did not happen. The project was managed beautifully because everyone took the time to listen and the communication lines were always open.

4. Research Base

Several years before this project began, the the principal project personnel had conducted several studies related to field-based teacher education programs. This research base was extremely valuable in the module development.

5. Rapport with the LEA

The principal investigators had worked with the teachers in the site schools prior to the project initiation providing momentum for project development. In addition, the principal investigators encouraged the site teachers to become active participants in the planning and implementation of the project. This meant that the Boston University Instructors had to share the program responsibility with the LEA teachers. This was an evolving process and compromises needed to be worked out, but it became one of the key factors in the project's success.

6. Focus on Children

The methods instructors emphasized the effective and cognitive development of the children in the target schools causing the LEA teachers to be more supportive of the project. The teacher trainees also felt that everything that was being done was for the benefit of the children.

UNIVERSITY OF PUGET SOUND
TACOMA, WASHINGTON

The Right to Read program competencies evolved via extensive meetings among key people involved in the project both on the university and field-based levels. An in-service program was developed that involved a master teacher going through the same program the preservice Right to Read students would experience. During this part of the project, the University of Puget Sound faculty developed modules that were keyed to the specific competencies organized.

Each module begins with a rationale for the competency and character of the module. The module then includes prerequisites that should have been completed prior to working on the module. Long range goals are identified as outcomes or understandings the student should have as a result of completing the module. Preservice students then experience the module in three instances via three overall levels: knowledge, simulation and teaching. These levels are described as follows:

> "The knowledge level suggests specific problems in the beginning to gain skill within a module. This level is usually evaluated by a written test. This simulation level is a try-out of the ideas pursued in the knowledge part of the module, but with the opportunity to gain skill in working with peers and to get feedback from a group of people. The teaching level is based upon knowledge and simulation. It suggests problems for the teacher-in-training to explore in working with children in a school setting. It is an opportunity for the teacher-in-training to plan lessons and to be observed on specific, agreed upon tasks. It is a chance to try out ideas, to reinforce skills in a supervised situation, and to get necessary feedback." [1]

[1] Roussin, Ray, Observing and Guiding Children in Reading and Language Arts, University of Puget Sound, Tacoma, Washington, 1976.

The simulation level is completed when assignments specified in the module on that level have been completed. The teaching level requires preservice student self assessments, "supervisory" rating of a lesson and application of at least one of eight learning principles. All eight principles must be mastered by the end of this course.

Students are required to complete nine of the fourteen modules that were developed. Five of the nine are required, the other four reflect individual student selection. All of the modules blend cognitive and affective domains of learning. Preservice Right to Read students on the school site thoroughly understood this process.

The design and organization of these modules is right on target. Students are first exposed to the cognitive and theoretical aspects of the modular content, next they experiment with their understanding on an applied level via simulations with peers. This eases them into the teaching phase. By the time they get to use this with the children they have already experienced a cognitive understanding of the content, and a cognitive/affective application of the content via simulation. This fostered a certain level of confidence when dealing with real children in a real school setting.

Preservice Right to Read students spent two hours twice a week on campus in a lecture and simulation experience. Toward the

end of the semester they were in the schools about two days a week. This is a lot of work for one unit, but the preservice students gained from these experiences and were excited about this course.

Evaluation was built into the entire project. Two types of evaluation went on concurrently throughout the program: 1) Right to Read pre-service student evaluation; and 2) Program Evaluation.

RHODE ISLAND COLLEGE
PROVIDENCE, RHODE ISLAND

Competency-based, field-oriented preparation in reading began three semesters prior to Right to Read funding at Rhode Island College, a state-supported liberal arts college with an undergraduate enrollment of 5,000. In 1973 Rhode Island College, originally a state teachers' college, included in its course offerings to 600 elementary education majors one section of the required reading methods course in addition to six conventionally taught sections. This was the beginning of a venture which expanded to include two sections of the competency-based reading methods course, a competency-based language arts course, a competency-based science course, a competency-based student teaching center, and a competency-based elective reading methods course. The development of much of this program was facilitated by the two-year grant under the Right to Read program.

The Right to Read project at Rhode Island College had three major objectives:

1. To expand and refine the competency-based reading methods course by writing new modules, revising existing modules, and developing instructional materials;
2. to develop new modules in language arts and children's literature to constitute a competency-based language arts course; and
3. to develop student teaching centers which would incorporate extension modules in reading, language arts, and science to be supervised by cooperating teachers and college faculty in these fields.

All of these objectives were achieved, and a year after the termination of Right to Read funding, Rhode Island College offered competency-based courses in reading (the required reading methods course and a new elective), science, language arts, and student teaching as alternatives to conventional courses.

Major strengths of the Right to Read program at Rhode Island College were careful and realistic planning, the development of a clear and efficient system for managing competency-based instruction, and the extensive multi-disciplinary supervision at the student teaching centers.

a) Planning - The Project Director had extensive background and experience in competency-based instruction and thus was able to plan a realistic timetable for achieving the program's objectives. The first semester was devoted to meetings of the project staff (two reading specialists, a language arts specialist, and a science specialist) to develop new modules. In addition, potential sites for the first student teaching center were identified, a site was selected, and meetings were held with field site administrators and teachers to plan the student teaching center. During the second semester, the new language arts modules and the first student teaching center were implemented, and planning began for another student teaching center at a second field site. In the third semester, the revised competency-based language arts course was offered and two student teaching centers were in operation. Throughout this time the reading methods course was continuously evaluated, expanded and revised. Project implementation continued during the final semester with emphasis on evaluating effectiveness of the three components. The careful planning and

gradual implementation of project components which were realistically adapted to the institutional setting contributed greatly to the success of the Rhode Island College project.

b) Management System - The project staff gave considerable attention to developing management procedures which facilitated the delivery of competency-based instruction on campus and at the field sites. Regular meetings of participants allowed for communication and scheduling, and modules are clearly written and included all directions, materials, and forms necessary for completing learning experiences and submitted evidence of the achievement of objectives.

c) Supervision of Field Experiences - Each course in this project had a field-based experience built into it with separate competencies and objectives. College course objectives furnished information and mastery of skill and subject data with a theoretical emphasis. Field-based objectives tested the preservice student's ability to apply what was being transmitted in the coursework, simultaneously with college instruction. The objectives of the courses and the field-based

components matched extremely well. There was a major emphasis in this project on blending theory and practice.

Supervision of prospective teachers was handled by a team of college faculty members that reflected multi-disciplinary backgrounds. Master teachers also supervised prospective teachers focusing on multi-disciplinary strategies and skills.

Field-based experiences were equally weighed with concurrent college instruction in terms of evaluating the prospective teacher's potential as a teacher.

Satellite centers for instruction were also established within schools that were selected. These centers had resources for classroom instructional use, and resources for professional education. As the program progressed, in-service workshops and seminars were established that focused on materials in the centers, and classroom instructional techniques, again, a blending of theory and practice.

Rhode Island College provides a good model for program development based on the cooperation of interested faculty in redesigning their own courses. Few changes were implemented which impacted on the institutional structure or other faculty, so the model should be widely applicable to various types of institutional settings. In addition, the Reading Methods Handbook by Professors Stieglitz and Rude provides a fully developed and well tested model for a competency-based reading methods course.

6. Planning and Designing a Right to Read Program

Ideally, a Right to Read program should utilize at a minimum a three pronged approach for successful implementation: 1) provide a program of instruction and experiences for the prospective teachers to develop mastery of the competency goals mentioned under item 2 above; 2) provide the preparation of teachers and administrators in the participating elementary schools for preservice teacher preparation; and 3) provide for an effective management system in achieving the goals and objectives of the new/modified Right to Read Program.

Funded Right to Read programs were to provide instruction and experience for prospective teachers which:

1. Develop understanding of the reading process;

2. Develop mastery of a variety of approaches to the teaching of reading;

3. Develop master of a variety of diagnostic instruments and techniques;

4. Develop the ability to individualize instruction;

5. Provide a variety of teaching experiences with children in school settings, including one-to-one instruction, small group instruction, and whole class instruction;

6. Enable the prospective teacher to integrate reading instruction into subject matter courses such as social studies and mathematics;

7. Develop an understanding of the language development of children, and how to stimulate it in the classroom;

8. Develop understanding and appreciation of children's literature so that it can be presented effectively; and

9. Develop appropriate skills and attitudes to teach reading to children from diverse cultural and linguistic backgrounds.

Each of the funded Right to Read programs addressed the above objectives regardless of their approach and focal points around which their programs were constructed.

Preparation of Teachers and Administrators in Cooperating Elementary Schools

Critical to the success of a field-based program for prospective teachers is adequate preparation of teachers and

administrators in the participating elementary school. They should be represented on the Task Force and actively involved in the total planning of Right to Read programs.

In preparing teachers and administrators in participating elementary schools, the Right to Read program institution should conduct a series of meetings for the purpose of organizing for program implementation. During these meetings, a decision should be made as to the desired approach for providing prospective teachers with the following intrinsic field-based experiences: procedures for orienting students to the program; monitoring student progress; and introducing both the student teachers and cooperating teachers to the reading program modules. Additionally, some institutions provided staff development activities (i.e. inviting known authorities to address participating elementary school staffs; and to work with them in their classrooms to update teacher's knowledge and skills).

Rhode Island College, Providence, Rhode Island is an excellent example of teacher and administrator preparation. Highlights of their preparation program is as follows:

Undergraduate Reading Methodology Course. Throughout the development and refinement stages of the competency-based undergraduate reading methodology course, close contact was maintained with the reading specialists in

participating elementary schools. The cooperating reading specialists met frequently with the participating college professors and provided systematic feedback enabling the course to be refined to its present format.

At the completion of each semester's activities, the reading specialists were asked to submit a subjective evaluation of the course, listing changes they feel would enhance the experiences of the college undergraduates. Overwhelmingly, the cooperating reading specialists reacted positively to the program. Specifically, they rated the competency-based approach over conventional methodological approaches in terms of value for students, communication effectiveness and role delineation.

Suggestions received from them also have resulted in modification of a previously employed monitoring system for the college students. Undergraduates are now assigned to work with a chosen specialist throughout the semester, thus providing a more intimate working relationship between the professors, reading specialists and college students.

Student Teaching Centers. In September, 1974 the project staff held a series of meetings with the chairperson of the Department of Elementary Education and Director of Laboratory Experiences at Rhode Island College. Through

these meetings, several school districts within the state were identified as possible candidates for cooperating with the college in the planning and implementation of a student teaching center. After careful consideration, it was agreed to contact the central office administrators in the Central Falls, Rhode Island School District. Central Falls is a small suburb of Providence and serves a variety of culturally different student populations.

In October, 1974 the Administrative Assistant for Instruction from the school district and the Principal of the Captain G.H. Hunt Elementary School met with project and college staff members to explore the implications of establishing a student teaching center at the school. Together, the college and public school personnel formulated a tentative plan for detailing the operation of the student teaching center. This plan was jointly presented to the teaching staff of the Captain Hunt Elementary School to enable suggestions and recommendations by the staff to be incorporated before a final agreement would be consummated. In mid-November, official confirmation was received from the Administrative Assistant for Instruction and the Principal of Captain G.H. Hunt Elementary School, thereby establishing the school as a portal site student teaching center.

Finally, early in December, the volunteer student teachers and the college resource professors met again with the teaching staff of the school. During this meeting specific student teacher classroom assignments were made.

In May, 1975 following a procedure similar to that already described, the Lonsdale Elementary School, Lincoln, Rhode Island was selected as a second student teaching center. Just as with the Captain E.H. Hunt Elementary School portal site, a series of meetings were held to explain the features of a student teaching center to the administrators and faculty. Soon after these meetings, a letter of intention from the Lonsdale Elementary School staff was sent to the Director of Curriculum of the Lincoln School System who then notified the project staff of their willingness to cooperate in the project. Shortly thereafter, two meetings were held in June, 1975 with the teaching staff of the school at which time specific elements of the program were detailed in order to prepare the teachers for the beginning of student teaching in the Fall of 1975. The second student teaching center, then, has been in operation for one academic year while the Central Falls site has been in operation for one-and-a-half academic years.

Increased local agency involvement will also transpire once the details are worked out for the elective undergraduate course. Plans presently call for a total of nine modules, many of which contain field-based objectives which will be met in participating public school settings.

Provide for an Effective Management System

The establishment of an effective management system to achieve the goals and objectives of a Right to Read program is critical to the success of the program. Milestones and target dates should be identified previous to implementation of the program and adhered to as closely as possible. A suggested list of activities were presented in Table 1, pages 10-12.

7. Methods and Materials for Preservice Teacher Preparation

The methods and materials used in a preservice teacher education program are selected and developed for the purpose of fostering understandings and skills that are essential to effective teaching. They should also be selected based upon the outcomes of the needs assessment. For example, one institution discovered, as a result of their needs assessment, that the institution utilized only one textbook, paper and pencil test and provided field experiences only in the senior year. There was also evidence to support that there was little cooperation between the institution and participating elementary schools for preservice teacher preparation. These facts clearly illustrated a need for change at the institution. The

Right to Read Task Force was instrumental in affecting the necessary changes within the institution to dramatically improve the teacher preparation program.

The selection of appropriate methods and materials is also influenced by general process goals for fostering the development of competencies. Many Right to Read programs sought to model in their instruction teaching behaviors they wanted to encourage in prospective teachers. Typical of these process goals were:

1. Instruction should be individualized, involving both self-pacing and self-selection of objectives and activities to some degree;

2. Learners should assume a major responsibility for their own learning;

3. Instructional objectives and criteria for evaluating mastery should be clearly stated in behavioral terms;

4. Learning should involve the integration of knowledge, attitudes, and skills in a realistic experiential context; and

5. Learning should be a mutually rewarding collaborative effort among students and instructional staff.

In keeping with these goals, most programs developed a competency-based modularized instructional format with a strong experiential field component.

Overall Planning Considerations. Establishing competency and process goals can be an idealistic enterprise. However, translating those goals into a workable instructional system also requires a realistic approach. Many of the general success factors in program planning have been discussed earlier.

The following are planning considerations which impact directly on the development of specific instructional objectives, methods and materials:

1. The compatibility of program goals, structure, and interests with those of the department and institution;
2. The compatibility of program goals, structure, and interests with those of the field site;
3. The competency and availability of appropriate instructional and support staff;
4. The flexibility of institutional scheduling for students and instructors; and
5. The availability of instructional space and materials (e.g., seminar rooms, conference rooms, resource rooms, professional texts and journals, elementary reading texts, audio and video tape equipment and facilities, computer support and photocopying facilities).

A competency-based, modularized, field-based program is generally in conflict with the prevailing modus operandi of institutions of higher education. The chances of success are maximized when the new instructional system can be adapted to the structure and resources of the institution and is supported by data collected in the needs assessment.

At Rhode Island College, for example, specific instructional objectives were packaged into existing courses. Involvement was elective on the part of faculty and students and extensive use was made of the generously accommodating college library and instructional resource center. Conventionally prescribed course meeting times were used for orientation meetings, seminars, and conferences, and a room was staffed by a secretary at other times so that students could conduct course business.

At another institution, Ball State University, the Right to Read program moved outside the institutional structure by constructing an alternative block program which constituted a major portion of participating students' coursework for one year. This approach removed the contraints imposed by traditional scheduling and course units. Students were given credit for four courses in the traditional curriculum, but they progressed at their own rates through the completion of blocks of instructional units. Varied learning activities such as seminars, small and large group discussion, simulations, observations of children, teaching peers and teaching pupils could be scheduled as needed. A program of this type to succeed had to have the strong support of academic and administrative leaders.

Development of Modules. The development of modules containing related instructional objectives is one means of translating competency goals into an instructional system. It was the means most often chosen by the Right to Read programs. Modules generally included

entry requirements and preassessment, one or more specific performance objectives, recommended means of achieving those objectives, and evaluation criteria for achievement. Sartain and Stantons Modular Preparation for Teaching Reading (International Reading Association, Newark, Delaware, 1974) was a widely used resource for the development of modules.

General considerations determining the development of modules were:

1) Number of objectives per module

   Several programs reported that students were discouraged by long modules.

2) Degree of student choice

   Are specific modules, objectives, learning activities, and evaluation criteria required or optional? The reading methods course at Rhode Island College, for example, required completion of nine specified modules. Five additional modules were optional. Within each module, objectives were specified as required or optional; there were a total of 25 required objectives and 30 optional objectives. For each objective the student was offered a choice from several alternative learning activities and evaluation measures.

3) Sequence of Modules and Objectives

Which competencies build on others and thereby define an appropriate instructional sequence? How should knowledge and application objectives be ordered? The University of Puget Sound successfully used a sequence of three levels of objectives: knowledge, simulation, and teaching. In working through each module, students were exposed to cognitive and theoretical content. Following this, they experimented with their knowledge on an applied level in simulations with peers and finally, engaged in a real teaching experience with children.

4) Types of Learning Activities and Evaluation Measures

What materials and experiences will best promote the achievement of specific objectives? Should cognitive content be presented via readings, lectures (live or taped), discussion, slides, film, or audiotape (commercial or locally produced), or learning packets? Does the achievement of this objective require a field experience with children? Should that experience be observation, one-to-one teaching, small group teaching, or whole class teaching? Should the achievement of the objectives be assessed via written test, written or constructed product, conference or group discussion or observed teaching experience?

The Appendices contain samples of modules from Right to Read programs demonstrating a variety of possible formats, learning activities and evaluation measures.

5) Integration and Cohesion of Learning

Students may have a tendency to view a competency-based modularized system as a process of acquiring narrow, unrelated skills unless means for promoting integration of skills and coherence of knowledge are built into the program. The University of Puget Sound addressed this concern by specifying long-range goals for each module, emphasizing eight learning principles which linked all modules together, and assessed competencies beyond the mere completion of modules by evaluating overall competency levels at the end of the semester.

Implementation of the Instructional System The implementation of a competency-based modularized instructional system that incorporates field experiences involves a number of management factors which contribute to the program's effectiveness. Attention should be devoted to the following areas:

1. Pacing of student learning

If the rate of learning is governed by self-pacing, students will probably need guidance in exercising this new responsibility. A nearly universal

finding in the Right to Read programs was that students experienced difficulty in completing the expected number of modules. At Rhode Island College students in the competency-based reading methods course were given a guide for self-pacing which outlined suggested weekly work for the achievement of required objectives.

2) Procedures for Communication and Scheduling

An instructional system that includes self-pacing and self-selection of learning activities is unmanageable unless there are clearly specified procedures for communicating with instructors, staff, other students and field personnel, and for scheduling learning activities and evaluation measures, especially field experiences. The Rhode Island College reading methods course used required attendance at weekly meetings for purposes of communication and scheduling. In addition, specific forms and guidelines were used for scheduling appointments, learning activities and field experiences.

3) Procedures for Recordkeeping

Students and staff need a clear, accurate record of work completed in order to evaluate progress. Rhode Island College developed forms which accompanied the evaluation of competencies and became records of completion. A large class chart was posted which graphically displayed student progress.

4) Orientation to the Instructional System

Since competency-based modularized instruction is new to most students, its successful implementation requires that students be familiar with its goals, methods, and procedures. The incorporation of field experiences also necessitates orientation to the field site and procedures to be followed. Rhode Island College used multiple approaches to orientation, which includes introduction and first module in the course test, discussion in the first class session, and an audio tape slide presentation that was available for individual use. Students visited and observed their assigned field site prior to the learning activities.

5) Provisions of Personal Support and Group Interaction

Competency-based, self-paced, modularized instruction can become a lonely, frustrating, and competitive experience for students unless personal support systems and opportunities for group interaction are planned as a integral part of the instructional system. The Right to Read program at the University of South Dakota demonstrated a remarkable sensitivity to this need. They scheduled sessions for program participants which focused specifically on human relations and organized a system of group interaction in which students participated.

The role of project staff is also critical. Students at Rhode Island College reported that the availability and support of the instructors and project staff were important to their successful negotiation of the new instructional system.

6) Evaluation and Modification of Methods and Materials

A variety of techniques may be used to evaluate the effectiveness of methods and materials in acheiving the competency and process goals of the program. Strategies used by the Right to Read programs are discussed in the Evaluation section.

The factors involved in the modification of methods and materials and developing and implementing a competency-based modularized system indicates that extensive time and energy must be devoted to pre-planning and pilot testing the system. If implementation is attempted without adequate advance preparation of the methods and materials the result may prove unsatisfactory or chaotic.

Acquinas College, Grand Rapids, Michigan developed and utilized in their teacher preservice preparation program four (4) volumes of modules entitled "Classroom Reading Specialist Program." These modules are considered as outstanding examples and an excellent guide for the implementator of a Right to Read program.

8. Implementation of a Right to Read Program

The successful implementation of a Right to Read program must consider many important factors: selection of prospective teachers, staffing; identification of participating elementary school(s), needed materials, the program of instruction and experiences to be provided; identification of cooperating teachers and administrators in the elementary school; defining roles and responsibilities of teachers and administrators, prospective teachers, faculty of the university/college, and program costs.

Once a decision has been made to install a Right to Read program at an institution, ensure that ample time is provided for planning program implementation. Planning facilitates successful programming.

A management plan to implement and administer the program will be very helpful. Figure 2 is a suggested work schedule for implementing a Right to Read program. The activities listed are germane to implementation in the selected elementary school and teacher preparation institution and may be enlarged upon by additional activities an institution may want to include.

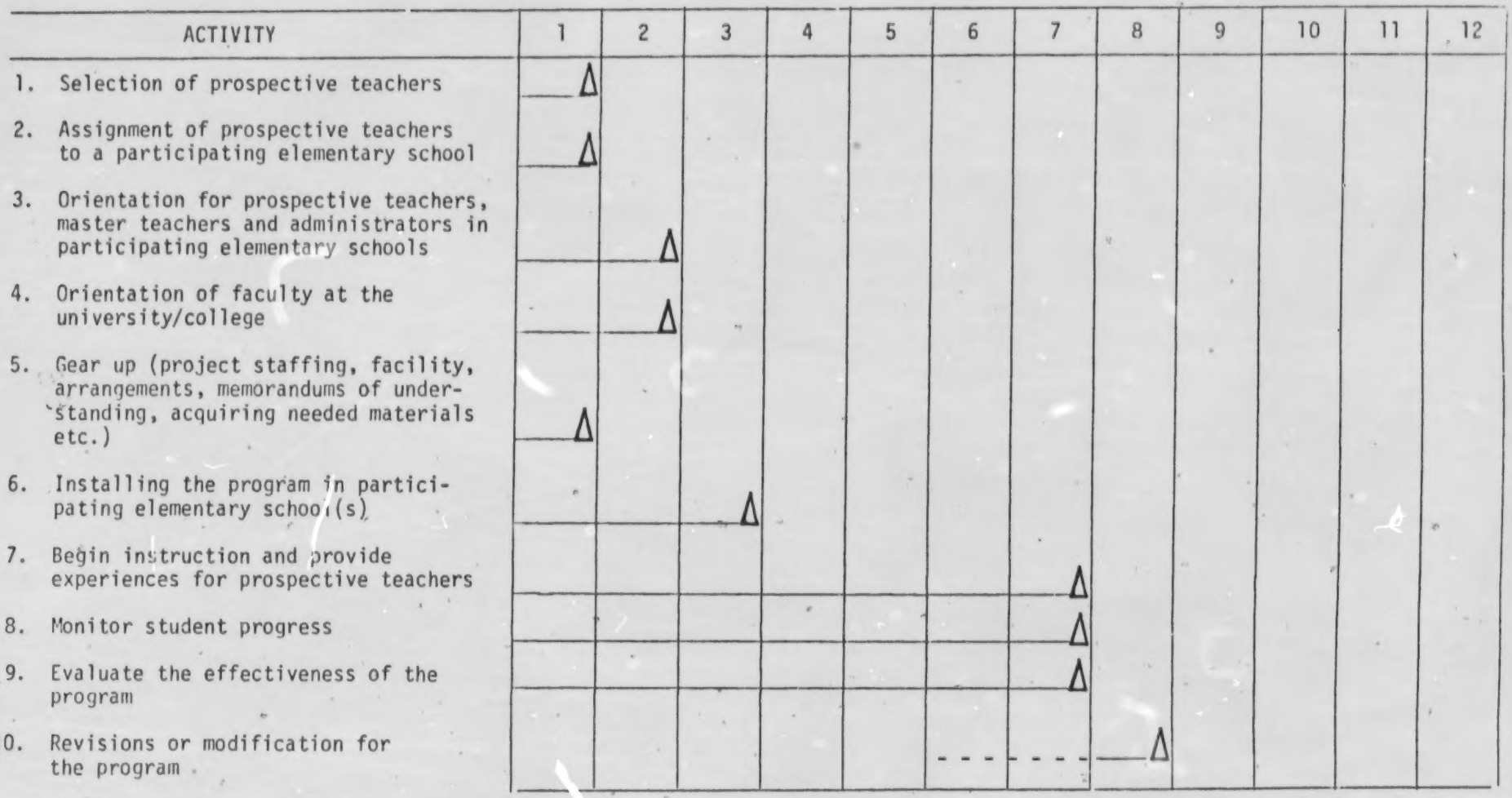
9. Evaluation of Right to Read Preservice Training Programs

Several evaluation-related expectations were specified by HEW in the funding of the thirty-four Right to Read Projects. Consider, for example, the following references from the Federal Rules and Regulations governing selections of the projects.

SCOPE AND SEQUENCE

A SUGGESTED MANAGEMENT PLAN FOR IMPLEMENTATION FOR A RIGHT TO READ PROGRAM

FIGURE 2.


MONTHS
ACTIVITY
1
2
3
4
5
6
7
8
9
10
11
12
1. Selection of prospective teachers
2. Assignment of prospective teachers to a participating elementary school
3. Orientation for prospective teachers, master teachers and administrators in participating elementary schools
4. Orientation of faculty at the university/college
5. Gear up (project staffing, facility, arrangements, memorandums of understanding, acquiring needed materials etc.)
6. Installing the program in participating elementary school(s)
7. Begin instruction and provide experiences for prospective teachers
8. Monitor student progress
9. Evaluate the effectiveness of the program
10. Revisions or modification for the program

The purpose of the suggested Management Plan is to illustrate reasonable time frames to conduct and complete certain activities in the implementation of a Right to Read Program. This will vary from institution to institution depending upon readiness for implementation. However, these are basic activities that should be conducted. The starting point is the beginning of the semester or earlier and the time frames are flexible and can be adjusted by the institution as deemed necessary.

151.13, No.5

(The project) provides for an effective management system with methodology for the planning, installing, and evaluating of project activities.

151.13, No.2

(The project) specifies performance objectives for each prospective teacher and criteria for evaluation of the extent to which they are achieved.

151.12, No.3

The project staff will document their experiences in developing the program in a form that will be useful to other institutions interested in changing their own teacher preparation program in reading.

Although most projects seemed to accept an evaluation charge, it is evident and understandable that evaluation became a generic term and was interpreted diversely across various projects. A glance through professional evaluation literature indicates that the term "evaluation" can be used synonymously with any of the following processes:

1) Assessment of student performance

2) Program Evaluation

   Evaluation Research
   Process or Formative Evaluation Monitoring
   Implementation Studies

The remainder of this section will describe these evaluation processes, their quality, content and focal points, as they occurred in various Right to Read projects. Also suggested are ways in which the experiences of these projects might be helpful to practitioners in the field who are attempting to evaluate their own teacher training programs.

Assessment of Student Performance

Primary program evaluation focus was reduced for many Right to Read projects assessment of prospective teachers and tracking of their progress through competency-based modules. Student self-report to items in a questionnaire format was the most commonly utilized source for assessing student growth. Quoting Starkman and Bellis,

> "Evidence of actual practice, as seen by examining recent reports of self-study prepared by post-secondary institutions for the National Council for the Acreditation of Teacher Education (NCATE), indicates the almost exclusive use of sentiments (attitudes) as indices of program effectiveness. The use of collective sentiments (attitudes) to assess program effectiveness seems to be the current state of the art practice."[2]

A few projects developed rating-scale formats for use by staff and supervisors in determining competency. Several less obtrusive methods were utilized by one project in which journals of preservice teachers were analyzed. Observations were conducted of their in-the-field performance, and photographic documentation was occasionally utilized.

Evaluation Research

Conventional evaluation theory holds to notions that ideal program evaluation is that which follows the design of the randomized, controlled experiment, and that the evaluator's greatest problem is

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[2] S.S. Starkman and D.D. Bellis, III, "A Novel Approach to Assessment of Teacher Preparation Program Effectiveness," Evaluation Quarterly, 1:2, 329.

one of falling short of this model. Conventional theory also holds that issues of evaluation are, therefore, largely those of design, measurement, analysis, and statistical inference.

This approach to program evaluation is termed evaluative research. It is mainly concerned with evaluation activities which attempt to assess the outcomes of a program, and is sometimes also termed summative evaluation. Most Right to Read projects avoided this design for program evaluation. A few attempted quasi-experimental design which allow for certain departures from the ideal; some adopted other more manageable designs, and still others negated program evaluation entirely. Those attempting evaluative research encountered difficulties that often arose in the random assignment of students to two groups:

> "At the start, our evaluation plan reflected a large amount of soft data collection as well as a few carefully-selected steps in the direction of controlled experimentations. But often considerable difficulties were encountered in maintaining even a close approximation of an experimental design. For example, students were to be randomly assigned to experimental and control field settings but the groups ended up being essentially self-selected because of time conflicts, transportation arrangements, and other difficulties for students which the project director felt were more significant concerns (and rightly so!) than the purity of the evaluation design."[1]

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[1] C. Brown and B. Hippel. Doing Process Evaluation of an Alternative Education Program: A Case Study. Right to Read, 1976.

The discrepancies between theoretical program evaluation strategies and practical evaluation realities were demonstrated in the program evaluation plans of the Right to Read projects. Michael Patton explored this issue in a monograph which compared the dominant evaluation paradigm with an alternate paradigm through a set of dichotomies (i.e., qualitative vs. quantitative methodology, validity vs. reliability, subjectivity vs. objectivity, closeness vs. distance from data, holistic vs. component analysis, and process vs. outcome evaluation):

> "The question underlying all of our discussion is for whom and to what end evaluative research is undertaken. It is a theory in the evaluation literature that evaluative research should serve both scientists and practitioners...such evaluations-frequently national in scope-focus on outcomes assessment and summative evaluation. Such evaluations are virtually useless to practitioners in individual programs."[2]

Formative Evaluation

A style of evaluation which was more commonly and successfully utilized by Right to Read projects, both formally or informally, is formative evaluation, processes evaluation, or developmental evaluation. Such evaluation plans are designed to serve the operational needs of program personnel. They are frequently associated with developmental stages of a program, and are based

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[2] M.Q. Patton. Alternative Evaluation Research Paradigm. Grand Forks, N.D., February, 1975, p.38.

on the assumptions of programs as organic, human processes. Formative evaluation can be extremely contributive toward quality program development.

Formative evaluation for Right to Read projects offered a means of on-going assessment of the many dimensions of the preservice teacher-training programs modules, materials, university programs, field-based program components, administration, and budget.

Formative evaluation is cyclic in nature and involves five evaluation processes:

Stage 1: Posing evaluation question(s)
Stage 2: Data collection
Stage 3: Integrating results, drawing conclusions
Stage 4: Publishing or showing information
Stage 5: Recycling findings into program operation

This cycling, feedback loop process operates on a larger scale, involving the entire program and on a smaller scale for continued monitoring of smaller program components.

1. Posing evaluation questions. This first and perhaps most critical aspect of evaluation is posing the questions to be explored. The significance of this step can hardly be over-emphasized. Unless the appropriate questions are asked at the beginning, results can be unenlightening and irrelevant.

Program objectives are the starting point for evaluation questions. Each objective should serve as one area around which to pose one or more evaluation questions.

EXAMPLE:

Program Objective:	To develop and pilot-test competency-based modules for development of skills in the teaching of reading.
Evaluation Question:	What is the quantity and quality of the modules developed to date?

However, it is also important that the evaluation be able to "take off the blinders", rather than focusing only on a few pre-determined objectives. It is important for one to consider realities such as: What is the nature of the program? How are people spending most of their time and energy? What kinds of activities and events are most important? Where did the program start? What were the original objectives and how are these objectives holding up? Are they still relevant and do they fit? Has the program gotten off-track in ways that cannot be accounted for? What groups and individuals have been impacted by the program, and how do they feel about what has been done?

In Right to Read projects, evaluators needed to continually pose questions such as:

Are people at the university feeling involved in the program?

What is the quality of the field training sites?

Is training with the modules making any difference in the field?

What are the attitudes of the school personnel toward this experimental project?

2. Data Collection. How one gathers information, the kind of information one will accept, the quantity of data necessary, and what will be considered as reliable and valid are decisions that are primarily matters of taste with the evaluator. A variety of data collection procedures were effectively utilized throughout the Right to Read projects including:

- testing
- questionnaires
- checklists
- rating scales
- project records (attendance, phone calls, etc.)
- interviews
- observations
- logs and journals
- case studies
- group reflection sessions
- photographic documentation

Several special recommendations regarding data collection should be mentioned:

. An evaluation should provide for the collection for more than one type of information for any variable. For example, it might rely on both teacher judgement and standardized test scores to better understand a given behavior.

. An evaluation should focus on collecting a variety of information to provide a thorough understanding of a complex situation rather than assuming a uni-dimensional program.

. The evaluation should honor human judgement as well as more traditional forms of assessment such as paper and pencil tests.

. Data collection strategies should be as unobtrusive as possible and not impede normal program processes.

3. Integrating results, drawing conclusions. The integration of data into meaningful cohesive statements is part of the art of evaluation. Right to Read project directors might hold much raw data regarding quality of modules, administrative functioning, student performance, field coordination, and follow-up, but this data requires careful weaving into a meaningful tapestry if it is to be utilized in program planning. Numerical, qualitative, and descriptive data must be taken together, linked with causes, effects and priorities. This process can include a wide range of activities:

pulling together information	computing
examining	consolidating
describing	analyzing
counting	synthesizing
asking for other opinions and views	integrating

4. Publishing or sharing information. Once the evaluation data has been interpreted and meaningful conclusions drawn, it is time to publish results for appropriate audiences. When and how evaluation is published depends on the nature of the data and the audience to whom it is being reported.

Quarterly Right to Read project reports were submitted to the HEW office, a publishing venture that was accomplished by all projects. Many projects planned evaluation reports for weekly or monthly staff meetings to allow for internal exchange. Some projects utilized a note-sending system among staff as a means of informal communications which often involved evaluators

and evaluation concerns.

The more frequent and vigorous the flow of evaluative information within the program, the more timely and effective is modification of programs, strategies, and modules.

5. Recycling findings into program operations. After information has been assembled, synthesized and published, the critical processes remaining in the formative evaluation cycle are decisions and actions or recycling.

The basic ingredient in successful recycling of evaluation results and recommendations is openness to input and change by the program director and staff. In order for evaluation to function as a feedback system for up-grading the project, there must be a belief shared among program staff that programs are organic, continually evolving systems which must be guided and directed toward new levels of effectiveness by formal and systematic reflective processes.

Another element to the success of evaluation procedures and especially to the final recycling process is the commitment of an individual to the coordination of evaluation processes. Several Right to Read projects chose to have a part-time evaluator on their staff, other programs assigned the evaluation responsibilities to a staff person.

The evaluator plans and implements evaluation processes and is responsible for the logistics of planning meetings for the purpose of evaluation, and informs people about them.

The evaluator is also responsible for seeing to the fact that data is in order for the staff to examine, and when decisions are made they are understood by all.

Recycling will be more successful if there are specific times set aside on a regular basis for the project staff to hear and discuss evaluation recommendations, to decide how they can most effectively be incorporated into the future directions of the project, and to make personal commitments to the project.

The recycling process completes the evaluation feedback loop and leads back into the creative, productive mode of functioning. This phase of evaluation should be valued and promoted so that dialogue between evaluation and project growth and improvement remains healthy and active.

The Right to Read Task Force should be presented the results of all evaluations conducted by the program. After careful review of evaluation results, the Task Force should then make decisions for programmatic changes and assure their implementation for growth and improvement of the program.

It is important that relevant evaluation experiences, both negative and positive, be documented as they become known. Additionally, remedies taken to correct known program deficiencies should also be documented. A suggested format for documenting evaluation experiences is presented in Table 2.

A SUGGESTED FORMAT FOR
RIGHT TO READ
DOCUMENTING EVALUATION EXPERIENCES

TABLE 2

Right to Read Program Objectives	Objective Achieved Yes	Objective Achieved No	Reasons for achievement or non-achievement	State Program Revisions/Modifications

10. Follow-Up

Follow-up of graduating Right to Read teachers is highly desireable in order to determine several factors in their role as teachers in the educational system:

a. The application of results, techniques and methods learned in preservice teacher preparation in a classroom setting;

b. the influence which they exercise in bringing about innovation in improving the quality of reading in the local education administration based upon their instruction and experiences;

c. the extent to which they feel they are impacting the elimination of illiteracy;

d. their evaluation, from practical experiences in the classroom, of the need to redirect preservice teacher preparation.

In many instances Right to Read programs at universities and/or colleges chose to use a questionnaire to follow-up graduating teachers and their experiences in the teaching profession. The questionnaire was mailed to the graduating teachers at a forwarding address they provided a year after graduation. An example of a follow-up questionnaire used by Boston University is included as Appendix D.

In most cases, follow-up will be a difficult task. This will be due largely to teacher placement and avilability of employment great distances from the graduating institution and the willingness of the graduating teacher to keep in touch with the institution from which they matriculated. However, no matter how difficult the task the

institution should make a diligent follow-up effort of its graduating students and maintain appropriate records for future references.

11. Institutionalization of the Right to Read Program

The processes surrounding institutionalization of a program vary according to scope and sequence of the program (i.e., revising a course and making it a requirement, vs. creating an entirely new preservice teacher education program).

The process of institutionalization initially involves the assessment of current preservice programs to determine what needs to be revised or metamorphosized. Some of the Right to Read programs evaluated focused on creating new courses that would realize Right to Read guidelines and also fit into existing preservice programs. Other Right to Read programs, following assessment of their existing programs, sought to build a completely new program using Right to Read and competency-based teacher education as dual models. Still others sought to enhance their existing programs by building Right to Read and CBTE (Competency-Based Teacher Education) into an on-going program.

There are many different patterns of institutionalization. The pattern or patterns chosen depend on data gathered as a result of the assessment of existing programs and the identification of program needs in terms of overall program goals. Once this is done, one needs to identify what resources are available. For example, if a program would be enhanced by students seeing themselves teaching

via a video-tape of their field experience, and this would be too expensive for a university/college, then obviously this could not be a major part of a program. On the other hand, if the use of video-taping could be re-organized to fit into existing university/college budget allocations the chances of it being institutionalized as part of a preservice program may be increased.

Another area to consider is state guidelines for preservice teacher education. A program must meet these guidelines or suffer the consequences when it comes to accreditation. State guidelines are not encased in granite. However, if a program requires procedures that vary, it will be necessary to discuss this at the state level.

Institutionalizing a program also requires support by the institution that houses it. For example, the question of faculty time is a key factor, (i.e., release time for on-going program development and evaluation, instructional time on campus and/or in the field and staffing patterns for individual courses). Institutionalization of an aspect of a program needs institutional support in terms of university/college rules, regulations and academic calendars.

Program designers and initiators might be very enthusiastic about their program, but if it is to become an on-going departmental or school offering in part or in total, it needs the support of the department or the school to survive. In its experimental stages, lines of communication must be open between departmental or school faculty members "not" involved in the program. Congruent

philosophical positions among faculty with respect to preservice teacher education needs to evolve with respect to the notion of something different. This process of evolution can be very stimulating because it could involve attitudinal changes among faculty with respect to perceptions of teacher education on the preservice level.

Two of the Right to Read programs, Ball State University, Muncie, Indiana and University of Puget Sound, Tacoma, Washington had interesting patterns of institutionalization, the differences between these two programs were directly related to university structure and organization which are needs to address as one considers institutionalizing a new program.

BALL STATE UNIVERSITY

The Right to Read program is now one of three alternative programs in which a student might enroll to satisfy the reading/language arts requirement in the Ball State preservice teacher education program. The Right to Read program as it was initially conceptualized is still intact. Several of the clusters have been revised, but basically the program remains as it was when it was originally implemented under the Right to Read grant. The Dean of the Teacher's College, was quite pleased with the project, as were administrators and faculty outside of the Teacher's College.

Many strategies were used to accomplish institutionalization of the program at the university. However, the single most important strategy successfully used was the establishment of effective

communication linkages with appropriate parcies at the institution. The Dean of the Teachers' College was an active member of the Right to Read Governing Board; periodical progress reports of the Right to Read program were made to the faculty senate by a member of the Governing Board. These progress reports included favorable comments on the program from cooperating elementary school administrators and faculty with supportive data as well as the participating preservice students. All of these positive factors influenced the decision of the institution towards institutionalization of the Right to Read program, in whole or in part.

The program focuses on reading language arts methods. It is the only methods course that the Elementary Education Department handles. Other methods such as mathematics, social studies, science etc., are taught by those various departments. The program has influenced other reading/language art programs at Teachers' College, but the effect it has had on the other methods courses is questionable because these courses are not within the Elementary Education Department. Program people as well as members of alternative programs have attempted to make connections with some of the other people in the departments that handle the other methods courses but this will continue to be a slow process. Ball State's Right to Read program faculty and project staff are trying for real communication with the other departments that handle the methods courses and it is hoped that they succeed.

UNIVERSITY OF PUGET SOUND, TACOMA, WASHINGTON

The Dean of the School of Education gained university support of the Right to Read project. Apparently, the university had received other grants before but not in teacher education. Faculty assigned to the project were given release time, facilities were made available and staffing was not a problem. The program is still in effect and all preservice teacher education students are required to take this course to satisfy their reading/language arts methods.

Four methods courses are required: reading/language arts, mathematics, social studies and science. These other areas are slowly toward CBTE, using the Right to Read project as a model. The character of the student teaching experience is also changing. In the beginning, preservice Right to Read students were followed into student teaching by their Right to Read supervisor who acted as their student teaching supervisor. This provided consistency in training and further strengthening of competencies initially developed in the reading/language arts courses.

In addition, the university assigned these students to a supervisor who was not part of the project. This included a seminar with another set of expectations. Gradually, one supervisor is beginning to handle Right to Read students and non Right to Read students. The Fall semester will see all students enrolled in preservice teacher education (elementary) as "Right to Read" students with respect to the reading/language arts methods course.

As a result of this project, the reading course has changed considerably. It is competency-based, incorporates language arts and there is more field participation. The course is still changing and being revised.

This program course is part of the preservice teacher education program. The Right to Read Director is talking with others about the possibility of building a competency-based reading specialist program and is also sending feelers out among the university education faculty exploring the possibility of using CBTE in all of the courses in the preservice program. This has already started with the educational psychology course.

The Project Director has shared his program with various other teacher education departments and universities throughout the country. The program in total has been institutionalized at the university, but aspects of it will be institutionalized in other universities as well.

This section has identified some areas that need to be addressed regarding revising and institutionalizing an entire program or aspects of a program. The two patterns discussed reflected different approaches to institutionalization which worked in their particular settings. How one chooses to approach program change and subsequent institutionalization will depend on the aforementioned generalized considerations and specific considerations that are unique to one's institution.

APPENDIX A

PERFORMANCE OBJECTIVES, LANGUAGE ARTS, READING COMPETENCIES: BALL STATE UNIVERSITY, MUNCIE, INDIANA

PROGRAM LARC

LANGUAGE ARTS - READING COMPETENCIES

Cluster A

Objectives	Learning Activities	Performance	Evaluation
1.1 Know the characteristics of the English Language its phonology (including intonation), morphology, and syntax. 1.2 Know the characteristics of the English language as a living entity (change, variation, etc.) 2.1 Know the basic patterns of typical language development in children from birth through the elementary school years. 2.2 Know the basic patterns of language deviation in various social, ethnic, and learning-disadvantaged groups of language users (and appreciate language differences as normal and expected deviations requiring respect and appreciate instead of ridicule and/or rejection.)	A. Read given test and complete study guide OR Listen to tape and complete study guide. B. Complete a practice activity. C. Attend a seminar.	1. Given a situational response, write a solution which contains 9 out of 10 criteria on a given checksheet.	Written problem

Objectives	Learning Activities	Performance	Evaluation
Cluster B			
3.1 Know the 4 skill areas of language arts. 3.2 Know the relationships between the skill areas of language arts 3.3 Know the relation between language development and the component skills of language arts, including reading.	A. Read from reference materials. B. Seminar or seminars.	1. Earn 90% on a short answer test. OR Oral Test selected by instructor.	Short answer test OR As selected by instructor
3.4 Know skills for effective listening, speaking, writing (creative, functional), spelling, and handwriting.	A. Read from suggested bibliography on language arts skills and complete study guide. OR Listen to the tapes and complete a study guide. B. Complete the practice exercise in language arts skills. C. Participate in a seminar group.	1. Earn 90% on the mastery test over language arts skills.	Test
5.3 Know relationship of language development to the teaching of reading.	A. Observe a reading group using the same observation guide to characterize influences of experience and language.		
Cluster C			
5.1 Understand the nature of the reading act. 6.7 Know influence of cultural and ethnic backgrounds on the development of reading programs.	A. Participate in a seminar on a simulated learning to read experience. B. Attend a discussion seminar.	1. Given a situational response, write a solution acheiving 9 out of 10 criteria on a given checksheet.	Written solution to problem.

Cluster D

Objectives	Learning Activities	Performance	Evaluation
5.2 Know relationship experiental background with the act of reading.	A. View a film on reading using an observation guide to characterize influences of experience and language.		
5.4 Know basic skills and abilities to be developed in word recognition.	A. Complete the word recognition study guide using assigned printed materials or information tapes provided. B. Complete the practice exercise in word recognition and participate in a seminar group.	1. Earn 90% on the mastery test over word recognition skills.	Test
5.5 Know basic skills and abilities to be developed in comprehension and the pertinent factor involved and related to comprehension.	A. Complete the comprehension skills study guide using assigned printed materials or information tapes provided. B. Complete the practice exercise in comprehension skills and participate in a seminar group.	1. Earn 90% on the mastery test over comprehension skills.	Test
5.6 Know basic skills and abilities to be developed in study skills.	A. Complete the study skills study guide using assigned printed materials or information tapes provided. B. Complete the practice exercise in study skills and participate in a seminar group.	1. Earn 90% on the mastery test over study skills.	Test
5.7 Understand the relaship of (5.4-5.6) to pre-reading skills.	A. Lecture/Discussion session in a seminar.	1. Class participation and discussion.	Roster Checklist
6.1 Know the scope and sequence of the developmental reading program.	A. Participation in seminars. Review scope and sequence of reading programs.	1. The student to be aware of the order or sequencing of a scope and sequence reading program.	

	Objectives	Learning Activities	Performance	Evaluation
Cluster E	4.1 Demonstrate proficiency in manuscript and cursive writing.	A. Study given packet of materials explaining techinques of manuscript and cursive writing. B. Complete exercises requiring manuscript and cursive writing and evaluate quality following given checklists. C. Attend group session involving handwriting activities on paper and chalkboard.	1. Write a given selection in both manuscript and cursive style on paper and on chalkboard in the presence of an appointed assessor. 2. Study children's handwriting. 3. Evaluate children's handwriting by using a handwriting scale.	Application of rating scale by assessor to determine quality of performance.
	4.2 Be able to effectively tell a story	A. Read assigned professional sources for story-telling. B. View video tapes or film of story-telling and rate their quality by utilizing a checklist.	1. Tell a story to a group of children in presence of peers.	Rating by peers.
Cluster F-1	8.1 Demonstrate proficiency in using an instructional model (T-P-A).	A. Listen to a taped discussion of T-P-A and complete a study guide. B. Attend discussion group and participate in practice exercises classifying activities in the components of the model.	1. Delayed performance is evaluated in subsequent learning activities.	
	4.5 Prepare and teach specific skill lesson for listening, speak- and writing.	A. Read given materials and complete study guide. B. Attend seminar session. C. Observe demonstrated and/or tapes lessons and complete a written exercise for each. D. Act as appropriate student for simulated lessons.	1. Write a lesson plan following a given format for a randomly selected skill in each area of listening, speaking, and writing. Lessons will be taught to assigned youngsters in the presence of an assessor.	Appropriate rating scale applied by assessor.

Objectives	Learning Activities	Performance	Evaluation
8.6 Plan and teach Directed Reading Lessons (DRL).	A. Read assigned material. B. Listen to taped lecture and complete written exercises. C. Participate in discussion group. D. Observe reading taught in two different classroom situations and complete report following a guide. E. View taped or demonstrations of DRL. F. Examine manuals for basal series and complete written exercises. G. Act as student simulated lessons.	1. Write two DRL's using a given format: one will be taught in simulation with peers and one to an assigned student(s) and both will be taught in the presence of an assessor	Appropriate rating scale applied by assessor. Revie of written observations.
4.8 Know selected published materials for the teaching of language arts. 6.6 Know selected published materials for the teaching of reading.	A. Seminar combining 4.8 and 6.6. B. Independent investigation of materials using a materials guide.	1. Complete a situation response exercise.	Review by assessor.
4.3 Prepare materials for teaching Language Arts/Reading.	A. Attend a workshop on materials. B. Attend a learning center workshop	1. Prepare a kit of materials according to given guidelines. 2. Prepare learning stations and centers.	Review by assessor.

Cluster F-2

Objectives	Learning Activities	Performance	Evaluation
8.2 Plan and teach pre-reading skills lessons.	A. Read given material and assigned references and complete study guide and written exercises. B. Participate in a seminar session. C. Observe demonstrated or taped lessons using a checklist to evaluate each. D. Act as appropriate student for simulated lessons.	1. Write two randomly selected pre-reading skill lessons employing the instructional model: one lesson will be taught to an assigned youngster(s). Both lessons will be performed in the presence of an assessor.	Appropriate rating scale applied by assessor.
8.3 Plan and teach word recognition skills lessons.	A. Read given material and assigned references and complete study guide and written exercises. B. Participate in a seminar session. C. Observe demonstrated or taped lessons using a checklist to evaluate each. D. Act as appropriate student for simulated lessons.	1. Write two randomly selected word-recognition lessons employing the instructional model: one lesson will be taught in simulation with peer(s), the other will be taught to an assigned youngster(s). Both lessons will be performed in the presence of an assessor.	Appropriate rating scale applied by assessor.
8.4 Plan and teach comprehension skills lessons.	A. Read given material and assigned references and complete study guide and written exercises. B. Participate in a seminar session. C. Observe demonstrated or taped lessons using a checklist to evaluate each. D. Act as appropriate student for simulated lessons.	1. Write two randomly selected comprehension skills lessons employing the instructional model: 1 lesson will be taught in simulation with peer(s), the other will be taught to an assigned youngster(s). Both lessons will be performed in the presence of an assessor.	Appropriate rating scale applied by assessor.
8.5 Plan and teach study skill lessons.	A. Read given material and assigned references and complete study guide and written exercises. B. Participate in a seminar. C. Observe demonstrated or taped lessons using a checklist. D. Act as appropriate student for simulated lessons.	1. Write two randomly selected study skills lessons employing the instructional model: 1 lesson will be taught in simulation peer(s), the other will be taught to an assigned student. One lesson will be performed in the presence of an assessor.	Appropriate rating scale applied by assessor.

Objectives	Learning Activities	Performance	Evaluation
6.3 Know the relationship of the teaching of reading to student's success in reading content subject areas. 8.10 Demonstrate the ability to teach reading using content areas.	A. Read given test using a study guide OR Listen to a tape using a study guide. B. Attend a seminar. C. Observe a content area lesson using an observation guide. D. Act as appropriate student for simulated lessons.	1. Write one lesson in randomly selected content areas using a given format. One lesson will be taught in a simulated session with peer(s) and one to an assigned student(s). Both lessons will be taught in the presence of an assessor. (Teaching Block 6).	Appropriate rating scale applied by assessor.
6.4 Know the place and purpose of recreational reading.			The learner will list in writing the rationale of recreational reading.
8.8 Demonstrate the ability to stimulate recreational reading.	A. Read assigned material and complete written exercises. B. Participate in discussion group. C. Meet with classroom teachers, librarians, and other authorities to determine effective techniques.	1. (Delayed to Teaching Block 6.)	
8.9 Demonstrate the ability to stimulate the appreciation of literature.	A. Read assigned material and complete written exercises. B. Participate in discussion group. C. Meet with classroom teachers, librarians, and other authorities to determine effective techniques.	1. (Delayed to Teaching Block 6).	

Objectives	Learning Activities	Performance	Evaluation
4.9 Identify strengths and needs of students by observing the listening, speaking, writing behaviors.	A. Participate in a group seminar utilizing video taping. B. Read given text.	1. Given a student, determine his strengths or needs.	Review by assessor.
7.2 Know the concept of diagnostic/prescriptive teaching of reading.	A. Complete the diagnostic/prescriptive teaching of reading study guide. Participate in a seminar.	1. Situational response.	Score
7.3 Demonstrate the ability to administer, score and interpret a group standardized test in reading.	A. Packet. B. Seminar.	1. Randomly select a formal test, administer, score, and interpret it on a client.	Review written material and rating by assessor.
7.4 Demonstrate the ability to administer, score and interpret informal devices for measuring reading (emphasize IRI).	A. Packet. B. Simulation through audio tapes. C. Seminar.	1. Give an IRI test to a client. After administration, score and interpret it. Randomly select a specific skill test and administer, score and interpret it on a client.	Review written material and rating by assessor.

Objectives	Learning Activities	Performance	Evaluation
6.5 Know various approaches for teaching reading.	A. With slide of tapes study the various approaches to teaching reading. B. Using video tape, slides, or presentations by individuals of school systems, students will participate in a seminar concerning roles of personnel in the teaching of reading. C. Referrals	1. Earn 90% on the test of various approaches to teaching reading. 1. Earn 90% on a test of the roles of personnel.	Test Test
4.6 Prepare for teaching a language unit incorporating multiple skills (DLAL).	A. Read given material and assigned references and complete study guide and written exercises. B. Participate in a seminar session. C. Observe demonstrated or taped lessons using a checklist to evaluate each. D. Act as appropriate student for simulated lessons.	1. Write two DLAL's following a given format: one to teach in a simulated session with peers and one to teach to an assigned youngster. 2. Discuss building a unit	Appropriate rating scale applied by assessor.
4.7 Demonstrate the ability to organize an instruction unit for language arts integrating a weekly and daily plan.	A. Using language arts lessons prepare daily and weekly plans. B. Participate in a seminar.	1. Given language arts lessons prepare a written grid for a daily or longer period of time.	Review and rating scale by an assessor.
6.8 Know the relationship of the disabled learner to the reading program.	A. Participate in a seminar.	1. Given a list of students, classify their reading abilities and disabilities and select appropriate materials for them.	Test (for 7.3, 7.4, and 6.8)

Objectives	Learning Activities	Performance	Evaluation
7.5 Demonstrate the ability to organize the instructional unit for teaching reading.	A. Completing a study guide on organizing the instructional unit for teaching reading. Participation in a seminar. B. In a simulated situation organize grouping in a classroom.	1. Prepare a grid for grouping.	Test
7.6 Demonstrate the ability to manage the time factor in daily and weekly schedule for teaching reading.	A. Complete a study guide using the instructional unit for teaching reading, but including the time factor and daily and weekly	1. Prepare the grid on 7.5 with the additional time factor and daily or longer period of time for teaching.	Defence of classification. Test.
8.7 Demonstrate the ability to select appropriate materials to meet the reading needs of students.	A. Participate in a seminar to develop a classification scheme for instructional materials in reading. Classify various pieces of instructional material in terms of (a) specific reading skill to which the material applies, (b) level(s) of reading at which the material is appropriate, (c) categorie(s) of students for whom the material is most appropriate.	1. Given a class list of students containing annotations concerning reading level(s), skill needs, and reading interests, determine one piece of appropriate material to be suggested for use with each of the student containing reading level, skill needs, and interests, select a set of four (4) pieces of instructional material to be used with the student.	Justify your choice in a seminar meeting.
8.11 Demonstrate the ability to integrate reading instruction with other language arts.	A. Read assigned material and complete study guide. B. Participate in discussion group. C. View taped lessons and complete written exercises. D. Act as an appropriate student for simulated lessons.		

APPENDIX B

EVALUATION METHODOLOGY
METROPOLITAN STATE COLLEGE
DENVER, COLORADO

METROPOLITAN STATE COLLEGE

Denver, Colorado

Evaluation Methodology

The evaluation design followed here was developed with a concern for providing the project staff an on-going flow of varied information. The style is more one of process or formative evaluation than product evaluation, yet the need for an after-the-fact look at outcomes was certainly realized as well.

Much of the data collected was descriptive in nature and based on a variety of ways of rather unobstrusively "looking" at the stream of the project. As often as possible, attempts were made to approximate an experimental design, though the evaluators' reluctance to impact upon naturally-evolving project processes for reasons of evaluation design resulted in many compromises of the assumptions necessary to experimental design.

Ideas and techniques were drawn from several evaluation models including Robert Stake's responsive evaluation, Michael Scriven's goal-free evaluation, Edward Chittenden's observations on evaluating schools with an open approach, Philip Jackson's notes on naturalistic observation, Louis Smith's sociological studies of schools and classrooms, and others.

Evaluation Questions Posed

During the first year of the project, evaluation focused on the nature and characteristics of the school site being developed as a training setting; and upon the quality of the classroom milieu in meeting the project's needs for an effectively functioning open environment with an emphasis on the language-experience approach to the teaching of reading. They included:

1. What is the nature of the school physical environment?
2. Is the curriculum consistent with and supportive of the project's curriculum intentions?
3. What are the attitudes and practices of teachers and administrative staff in the school?
4. What learning situations are available to students in the training program?

For Project Year Two, evaluation focus was turned fully toward the college students-in-training, the quality of the training program as experienced by them during their eight-week rotation through the school, and the nature and extent of their learning experiences. Primary evaluation questions were:

1. What is the nature of the training experience (or what do trainees do)?
2. What is the quality of the training experience?
3. What exposure do students get to concepts and teaching skills in open education? In the teaching of reading? In bilingual/bicultural education?
4. What are students learning about open education? About the teaching of reading? About bilingual/bicultural education?
5. What do students-in-training come to care about in regards to children, teaching, reading, and environments during their field training experience?

6. What is the effect of different social and physical environments (as training sites) upon students' experience and learning?

7. Are there patterns of growth and learning which are typical to the field training experience for students?

Data Sources and Instrumentation

Since the Right to Read project was particulary diverse in scope, a variety of data was important in providing adequate information on the project's progress. The development, selection and use of equally diverse and distinctive data collection tools was therefore necessary. In the course of the two-year teacher training experiment, many different data sources and documentation methods were utilized; these are described below:

1. Tests and Instruments Borrowed. Before the evaluation plan was implemented, a literature search was conducted to determine what existing instruments were relevant and could be utilized in this evaluation. Three instruments were eventually incorporated into the evaluation design: 1) the Kerlinger Scale VII, 2) an observational teacher rating scale on openness, and 3) a teacher questionnaire measuring attitudes and openness were used in accessing the school field training environment during Project Year One.

The Kerlinger Scale is a thirty-item instrument, developed by Fred N. Kerlinger, which measures attitudes toward openness. This test was employed in measuring student attitudes before and after the field training experience.

The Classroom Observation Rating Scale was developed by Judith T. Evans of the Education Development Center, Inc., Newton, Massachusetts. It was employed here as a means of assessing teachers' in-class behavior in regards to openness.

The Teacher Questionnaire includes items adapted from a set of questionnaires developed by Charles Nielson and Vito Perone and reported in the University of North Dakota New School Report. The questionnaire was administered to teachers in the school training site as an additional measure of openness.

2. Tests Developed. Two situational, open response tests were developed by project evaluators for use in assessing student learning during their eight-week field training experience. The first of these instruments, The Environmental Utilization Test was intended to assess openness of students-in-training as measured by their ideas regarding diverse, innovative, and integrated use of classroom materials. Tests were scored by averaging the judgments of two experts, i.e., master teachers of reading an open education setting (between-judge agreement = .817 within all ranks of a four-point scale).

The second situational test, the Bicultural Information Test, was developed to measure between-student differences in the quality and extent of bicultural classroom experience.

3. Naturalistic Observation. One very rich and basic source of information for evaluation was the use of naturalistic observation (i.e., observing the project process as unobtrusively as possible as it occurred and without evaluator intervention). Observation procedures varied from formal, structured recording sessions to rather casual observer movement in and about the project milieu. The more systematic observation procedures generated specific information about particular project dimensions.

For example, an observational system was developed for use in regular recording sessions of college students in classroom settings. On the other hand, less structured, "being there aware" sorts of intake provided a feel for the interplay of the many complexities and experiences of people/process systems which were in operation.

4. Student Records. One of the most rewarding aspects of this evaluation was an experiment into the systematic analysis student journals. Students in each training group were given minimal instructions regarding how to keep a daily journal of their experiences and observations in the school and training settings.

A rather elaborate system for analyzing student logs were developed which entailed the coding of logs by trained readers according to emphasis on the sensitivity related to a set of conceptual categories which included 1) openness, 2) cognitive/affective dimensions, 3) discipline, 4) reading, and 5) bilingual/bicultural content. Considerable pains were taken to assure that each item in the system had respectable inter-judge reliability and that the constructs represented were valid, at least as established by the existing literature in the field.

A second student reporting form, the Student Assessment of Field Training Experience (SAFTE), was developed to provide a means by which students would also keep a weekly record of actual events experienced, in quantitative terms. The SAFTE includes items for reporting actual types of involvement in the classroom during the week, the characteristics of the social and physical milieu experienced and the curriculum-

specific nature of experience, especially in regards to reading and bilingual/bicultural education.

5. Photographic Documentation. In doing the evaluation, the project evaluators experimented in many modes of capturing the story and in alternative mediums of re-expressing the data and impressions which unfolded. A quantum leap in these inter[illegible] was discovered through photographic documentation. Observations elusive to expression in words and numbers became possible through the photographic medium. In addition, many audiences who would not have been otherwise accessible were brought within the range of evaluation statements.

6. Interviews. Interviews were employed in many phases of data collection during the evaluation. Students-in-training were frequently interviewd to get readings on how the training program seemed to them. Visitors observing the program in action were interviewed. In addition, other persons with investment in and commitment to the project but not able to be totally involved in on-going dialog with project people were interviewed.

The Evaluation Design

For summative evaluation purposes, an attempt was made prior to implementation of the evaluation plan to establish an experimental design component of the evaluation. This diversion allowed for comparisons of learning, attitudinal, and experiential outcomes for students participating in the Right to Read training program with students having other field training experiences.

In reality, the comparison groups which resulted were far from ideal in meeting necessary design assumptions. The results reported in the following pages are therefore based on two comparative studies. The first was run during the fall quarter and included two self-selected groups: the "experimental" group having the Right to Read field training experience, the "control" group having field training experience in other schools throughout the Denver metropolitan area. (Data collection for the winter quarter is not reported since no control group was available.) The second comparative study was conducted during the spring quarter. Again, an experimental group of twelve students training at the project site was compared with a group of eleven students training at other schools.

Student Growth and Learning

Much data collected on the project teaching/learning process as it occurred was recycled back into the program on a continuing basis. Observational outcomes were invaluable in providing day-to-day input to the project staff on what students in the training setting were experiencing and, when appropriate, on ways in which those experiences could be improved. Results reported here will focus only on the comparative data collected.

Paper and Pencil Tests

The Kerlinger Scale VII was employed as a pretest/posttest measure of change which occurred in students' attitudes toward openness during their field training experiences. Table 1 displays mean scores of experimental and control groups for both the fall and spring quarters:

TABLE 1

Group Means on Kerlinger Scale VII

	Groups			
	Experimental		Control	
Quarter	Pretest	Posttest	Pretest	Posttest
Fall	2.25	1.94	1.99	2.19
Spring	3.45	3.14	1.52	2.10

As is evident, no significant differences occurred either within or between group scores. Conclusions here could be either that the Kerlinger Scale measures a very stable construct not easily affected by experience, or that the project treatment was not effective in bring about more receptive attitudes toward openness in schools. It should be noted, however, that Metropolitan State student pretest scores on the Kerlinger Test tended to be more open to start that were the other normed groups.

Another paper-and-pencil instrument, the Environmental Utilization Test, was administered as a posttest to all groups. Results appear in Table 2.

TABLE 2

Group Means on Environmental Utilization Test

	Groups	
	Experimental	Control
Quarter	(Posttest only)	(Posttest only)
Fall	2.31	2.53
Spring	2.33	2.70

Again, results were inconclusive as to any differences between groups in students' ability to integrate and use materials creatively in teaching.

Though these two instruments yielded essentially no between-group differences, the many confounding factors in the design make results inconclusive (i.e., small N's; self-selected groups; multiple; undefined treatments for the "control" group).

Student Reporting

The most significant contributions to an understanding of qualitative and quantitative differences in learning experiences generated in the Right to Read training program were located in the two forms of reporting which students maintained.

1. The SAFTE. Weekly recording of experiences on the SAFTE (Student Assessment of Field Training Experience) yielded excellent descriptive information about the quantitative breakdown of student experiences in schools.

All items on the SAFTE were tracked over time for both the fall and winter waves of students to determine whether the project's experimental school setting impacted on students' experiences in ways distinctive from other school training settings. For summative evaluation purposes, the fall and winter quarters have been considered together as one replicated study. Items from the SAFTE which report distinctions between experimental and control groups across both quarters have been accepted as rather strong indicators of real differences which the project training site effected.

APPENDIX C

TRAINING MODULE: INTRODUCTION
TO METHODS OF TEACHING READING
UNIVERSITY OF SOUTH DAKOTA

TEACHING READING

Module 1*

Introduction to Methods of Teaching Reading

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School of Education
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*The development of this program was supported in part by
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INTRODUCTION TO MODULE 1

Todays reading teacher faces a tremendous task to meet the challenge of committment to the belief that every person, child, youth, or adult has the Right to Read. Yet while the challenge is great, this decade of teachers has at its disposal more tools for the job than ever before.

The decade of the sixties put an almost overwhelming supply of materials at a reading teacher's disposal. The sixties saw a dynamic search for better understandings about learning processes and the process of reading.

The reading teacher of the seventies must be prepared to synthesize knowledge of materials, knowledge about the individual learner.

The responsibility lies with each individual teacher to combine his/her knowledge with sensitivity to each individual child, to plan reading programs diagnostically tailored to fit individual learners.

Module 1 is designed to provide an introduction to the knowledges, skills and materials a teacher needs to become a diagnostic teacher. It should help to give you an overview, a starting point from which a more in-depth study of each of the dimensions of teaching reading.

PRE-ASSESSMENT FOR MODULE 1

1. Discuss the philosophy and approach of the linguist in reading instruction.

2. Compare and contrast the linguistic and psycholinguistic approaches to reading instruction.

3. Name the categories of basic reading skills, and include subskills in each.

4. Discuss the advantages and disadvantages of four plans for grouping students for reading instruction.

   a. 3-group self-contained
   b. individualized
   c. flexible grouping
   d. ability grouping

5. How does the teacher's role differ when she used a management system from her role in a self-contained basal program?

6. Discuss two instructinal models which may be used in teaching reading comprehension skills.

7. Discuss reading rate skills as they relate to purpose and difficulty of material read.

8. Are study skills better taught during reading class or in connection with content classes? Explain the rationale which supports your viewpoint.

9. Outline the major components involved in the total basal reading program.

10. What points would you consider in selecting materials for a reading program?

Module 1 - Introduction to Methods of Teaching Reading

General Competency 1: The process of reading has been defined differently by different theorists and the definitions you accept influence teaching method and selection of materials

SPECIFIC COMPETENCY	CRITERION BEHAVIOR	ASSESSMENT	DATE
1.1. Explores/researches several definitions of reading. Include definitions by linguists, psycholinguists and traditional.	1. From reference and research, select a definition that best fits your thinking. Cite references used in planning.	1. Be prepared to discuss your selected definition with you learning team.	
1.2. Identifies materials developed from linguistic, psycholinguistic and traditional definitions of reading.	2. Review the materials and select examples which are representative of the three positions.	2. Bring your material examples to a team session and discuss your findings with your learning team.	

General Competency 2: Itemizes briefly the basic skills and abilities to be developed in perception, word recognition, comprehension, rate adaption, study skills in factual material and literary appreciation

2.1 Demonstrates familiarity with skills and abilities to be developed in perception.	1. Find or develop a list of skills which must be developed if a child is to be successful in learning to read.	1. Submit the list to your Learning Team Leader.	

SPECIFIC COMPETENCY	CRITERION BEHAVIOR	ASSESSMENT	DATE
2.2. Demonstrates familiarity with the word recognition skills.	2. Make up a list of word recognition skills classifying them as sight word, context, phonics, structural analysis, dictionary skills.	2. Each member of the learning team will present their list of word attack skills and as a group arrange them in the sequence in which they are taught.	
2.3. Demonstrates knowledge of (2) views of teaching comprehension development, comprehension taught as 1) a series of skills and 2) comprehension development as a thinking process.	3. Arrange a panel discussion with your learning group, with different views presented by different team members.	3. Panel discussion will be observed by Learning Team Leader.	
2.4. Identifies study skills and rate adaption skills.	4. Compile a listing of study and rate adaption skills. Cite references used in preparation.	4. Submit listing to learning Team Leader.	
2.5. Recognizes skills related to appreciation of literature.	5. Each team member compile a list of skills relevant to appreciation of literature.	5. Discuss variation of the levels presented in a group discussion with your learning team.	

General Competency 3: Demonstrates familiarity with basal reader series, linguistic reader sets, skill development booklet sets, workbooks, supplementary readers, reference books and library books

SPECIFIC COMPETENCY	CRITERION BEHAVIOR	ASSESSMENT	DATE
3.1 Recognizes basic differences between a linguistic and a basal meaning emphasis series, in relation to treatment of word attack skills.	1. Select one word attack skill introduction lession from teacher's manual of a linguistic and meaning emphasis basal series. Compare the teaching methods in a short paper.	1. Hand in report to Learning Team Leader.	
3.2. Understands the difference in rationale for teaching comprehension skills underlying linguistic, psycholinguistic and meaning emphasis approaches.	2. Determine the basic differences between the three approaches.	2. Participate in structured discussion led by a member of your learning group.	
3.3. Demonstrates familiarity will skill development sets, both in booklet and cassette form, such as Boning and New Practice Readers, Reader's Digest Skill Series.	3. Each team member selects a set of materials to demonstrate for the learning group.	3. Demonstrations will be observed by entire learning group.	
3.4. Demonstrates familiarity with supplementary readers, reference books and library books.	4. Each member of your group develop a list of materials available in your classroom. Also list resource materials which you do not have that would supplement materials. Use catalogues and bibliographies.	4. Be prepared to share you listing of materials with your learning team. Each member submit copy of their list to Learning Team Leader.	

General Competency 4: Demonstrates knowledge of three operational approaches for utilizing materials in teaching

a) group instruction using basal series materials
b) teaching in self-selected books through individual conferences
c) utilization of varied reading materials and approaches coordinated by a reading management system

SPECIFIC COMPETENCY	CRITERION BEHAVIOR	ASSESSMENT	DATE
4.1. Demonstrates understanding of using basal reader in a self-contained classroom where pupils are divided into (3) stable instructional groups on the basis of reading level acheivement.	1. Prepare a week's lesson plans for a self-contained classroom at your level with pupils divided into (3) groups. Use a basal reader of your choice.	1. Submit plans/approaches to Learning Team Leader.	
4.2. Knows how to manage an individualized reading program in a self-contained classroom.	2. Develop a plan for individualizing reading program in a self-contained classroom, including scheduling and format for individual conferences record keeping.	2. Individual reports will be shared with the group and observed by Learning Team Leader.	
4.3. Demonstrates understanding of the use of a reading management system.	3. Each member will present his views to the entire learning group.	3. Discussion will be observed by Learning Team Leader.	

BIBLIOGRAPHY FOR MODULE 1

TITLE OF	AUTHOR	PAGES	TOPIC
The Reading Process	Zintz, Miles V.	189-205	Teaching Beginning Reading
		206-216	Comparative Evaluations of Reading Approaches
		3-22	What is Reading
		23-54	Psychological Foundations for Reading Instructions
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Teaching Them to Read	Durkin, Dolores	1-10	Teaching Reading
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		25-55	Children as Readers
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Teaching Reading in Today's Elementary Schools	Burns, Paul C. Betty D. Roe	15-18	Principles of Teaching Reading
		27-30	Overview of Reading Programs in the Elementary Schools
		274-276	Linguistic Approaches
		25-27	General Goals and Scope of the Reading Program

Hand-out: "Good Teachers of Reading - What Are They?" THE READING TEACHER, Oct., 1973, pp.26-31
by Sterl A. Artley

APPENDIX D

EVALUATION PROCESSES UTILIZED BY THE RIGHT TO READ PROGRAM, BOSTON UNIVERSITY BOSTON, MASS.

EVALUATION

Throughout the project duration cognitive, affective, performance (interns' classroom behavior) and consequence (interns' ability to bring about cognitive growth in his/her students) data will be collected. Since the most valid assessment of any curriculum is contingent upon actual consequence performance, the collection of performance and consequence data will be emphasized. In addition to these formal types of data, records of informal feedback based on surveys and discussions will be maintained.

Specific criteria will be used to evaluate this data and assess the results of the project. The criteria for each objective can be outlined as follows:

CRITERIA FOR OBJECTIVE 1.4.1

The objective including development and revision of software (activities, objectives and evaluative measures), development of reading-related competency modules and general program assessment implies several criteria measures. First, item analysis of cognitive measures will indicate the effectiveness of each test according to standard statistical procedure. In addition, items will be analyzed to assure that all program objectives are being actualized. The nature of this program demands continuous evaluation of test measures in relationship to program objectives and refinement of inadequate components.

CRITERIA FOR OBJECTIVE 1.4.2

The success of the plans for increased communication will be inferred from teacher involvement and feedback. A majority of teachers will have participated in the professional contacts and will have offered positive overall comments on the preservice, in-service interactions.

CRITERIA FOR OBJECTIVE 1.4.3

Criterion for success of this objective is established as 100% involvement of field-based interns in program activities.

CRITERIA FOR OBJECTIVE 1.4.4

Full program implementation will promote specific teaching behaviors on the part of the Experience IV interns. Several measures will quantify these behaviors including: criterion-related assessment of lesson plans; curriculum developer observations; cooperating teacher observations. Group means on these quantitative performance measures will be plotted over three successive time periods and success will be defined as positive linear graphs.

CRITERIA FOR OBJECTIVE 1.4.5

Evidence of positive attitudinal growth will be the criterion for this objective. Experience III preservice interns' students will be given a pre, post reading attitude survey. This mean ttitude score will reflect positive growth over the pre, posttest administrations.

CRITERIA FOR OBJECTIVE 1.4.6

Two measures will be administered to participating first year teachers; attitude towards teaching and self-assessment questionnaire. Responses on these two measures will be statistically analyzed in terms of the teachers former Experience III group, field-based or university-based. Criteria for inferences as to group differences will be the .05 or .01 percent probability levels.

CRITERIA FOR OBJECTIVE 1.4.7

Experience IV preservice interns will be assessed in three areas: cognitive, affective and performance. Responses on these measures will be statistically analyzed in terms of the Experience IV preservice interns' previous group: reading instruction by the university content area staff and reading/language arts university staff; or, reading instruction by the reading/language arts university staff. Criteria for inferences as to group differences will be the .05 and .01 percent probability levels.

CRITERIA FOR OBJECTIVE 1.4.8

The consequence task will involve field-based Experience III preservice interns' pretesting of their students on a given concept, providing instructional activities to teach that concept, and posttesting the students. The preservice interns' students cognitive growth is the post-treatment, pre-treatment difference score. These growth scores will be correlated with measures of the preservice interns' degree of

incorporation of reading in the content areas. Standard critical levels of probability, .05, .01 percent will be used to judge the resulting coefficient correlation.

The methodology that will be used to determine if the needs and objectives identified and discussed are being met can be summarized as follows:

EVALUATION OF OBJECTIVE 1.4.1

The development of 1975/1976 field-based Experience III preservice intern program objectives, instructional activities, evaluation measures will be indicated by completion and implementation of these software items. Achievement of this objective will be marked by final compilation of these software items.

EVALUATION OF OBJECTIVE 1.4.2

The objective of increased communication among university staff, field-based Experience III preservice interns and Boston Public School faculties will be evidenced by the collection and interpretation of feedback data.

EVALUATION OF OBJECTIVE 1.4.3

Participation of the field-based Experience III preservice intern population in the 1975/1976 program of teaching reading and reading related competencies by the content area university staff as well as by the reading/language arts staff will be indicated by completion of all pre, interim and post-treatment activities.

EVALUATION OF OBJECTIVE 1.4.4

Graphic representation of the time series performance data on the field-based Experience III preservice interns will constitute completion of this objective.

EVALUATION OF OBJECTIVE 1.4.5

Complete analysis of the selected students taught by the field-based Experience III preservice interns will culminate this objective.

EVALUATION OF OBJECTIVE 1.4.6

Participation of a group of first year teachers during the 1975/1976 school year who were involved in the 1974/1975 Experience IV preservice component and the 1973/1974 Experience III preservice component will be established by their return of the questionnaire and attitude survey.

EVALUATION OF OBJECTIVE 1.4.7

1974/1975 Experience III preservice interns' participation in the 1975/1976 Experience IV study will be indicated by the completion of all Experience IV pre, interim, posttests, study activities, and reports to the project staff.

EVALUATION OF OBJECTIVE 1.4.8

Collection and analysis of the relevant consequence task data will constitute completion of this objective.

Finally, the methodology utilized to assess the achievement of the

results and benefits identified in section 2.0 includes extensive data collection and analysis. In the Boston University preservice teacher training program such evaluation takes place on three levels. First, the total effectiveness of the program will be evaluated in terms of the program subsystems. The second level of evaluation emanates from the specified research questions. Lastly, informal evaluation will be based on participants' feedback.

APPENDIX E

FOLLOW-UP QUESTIONNAIRE

BOSTON UNIVERSITY
BOSTON, MASSACHUSETTS

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Name_____

Current Address_____

_____

Directions: Place a check, or in some cases fill in, the appropriate response.
Please check if you are interested in receiving the results of this questionnaire_____.

1. What curriculum program are you using in:

Area	Name of Program	Publisher	Date
Language Arts/Reading	_____	_____	_____
Mathematics	_____	_____	_____
Science	_____	_____	_____
Social Studies	_____	_____	_____

2. Do you hope to teach next year? Yes _____ No _____

3. Do you intend to teach in the same school which currently employs you? Yes _____ No _____

4. If you do not intend to teach next year, briefly state your intentions.

_____

_____

_____

5. Are you attending graduate school this year? Yes _____ No _____

6. If yes, what school are you attending?

_____

7. Are you enrolled in a graduate degree program? Yes _____ No _____

8. Are you participating in any inservice education workshops? Yes _____ No _____

9. Please check your professional affiliations.

   a. Teacher's union or association a._____
   b. Professional organization e.g. IRA b._____
   c. Subscribe to professional literature e.g. Instructor; Grade Teacher c._____
   d. Other_____

10. How would you characterize the setting of your current teaching assignment?

   a. Urban a._____
   b. Suburban b._____
   c. Rural c._____

11. What is the approximate ethnic composition of your classroom?

   a. Black Students _____%
   b. Oriental Students _____%
   c. Spanish-Speaking Students _____%
   d. Caucasian (English Speaking) _____%
   e. Other (specify)

   _____ _____%
   _____ _____%
   _____ _____%

12. During your job interview, did the interviewer ask about your familiarity with specific curriculum programs?

	Yes	No	If YES, please name program
a. Mathematics	___	___	_____
b. Reading/Language Arts	___	___	_____
c. Science	___	___	_____
d. Social Studies	___	___	_____

13. Rank order the value of the following influences on your first year teaching experience. The most valuable would be ranked"1"; the least valuable would be ranked "6".

   a. Current school administrators a._____
   b. former cooperating teacher (junior student teaching) b._____
   c. former cooperating teacher (senior student teaching) c._____
   d. former methods course professors d._____
   e. other college professors e._____
   f. teacher peers at your school f._____

14. Check which of the following BU Junior year teacher preparation programs you would recommend to a friend. (Check only one.)

a. Field-based Program (CH 300) a._____
b. University-based Program (CH 301) b._____

The following questions pertain to <u>your assessment</u> of some experiences of you first year of teaching.

15. How do you assess your ability to deal with the problem of classroom discipline?

a. extremely able a._____
b. very able b._____
c. capable c._____
d. incapable d._____
e. totally incapable e._____

16. Does your teacher preparation of lessons require:

a. More time than you expected? a._____
b. As much time as you expected? b._____
c. Less time than you expected? c._____
d. Very little time d._____
e. No planning time e._____

17. How do you assess your qualification to use various curricular materials?

a. Excellent a._____
b. Very good b._____
c. Good c._____
d. Fair d._____
e. Poor e._____

The following questions pertain to your attitudes about the effectiveness of your Boston University <u>junior year methods courses.</u>

18. How well did your junior year experience prepare you with respect to classroom discipline?

a. profoundly a._____
b. great deal b._____
c. somewhat c._____
d. very little d._____
e. not at all e._____

19. Check the following elements of your junior year teacher preparation program which you feel have been most valuable to your first-year teaching experience. You may check as many or as few as apply.

a.	Behavioral objectives	a._____
b.	Evaluation of student achievement	b._____
c.	Language arts/reading methods	c._____
d.	Lesson plan preparation	d._____
e.	Mathematics methods	e._____
f.	Psychology of learning	f._____
g.	Questioning procedures	g._____
h.	Reading in the content areas	h._____
i.	Science methods	i._____
j.	Sequencing of instruction	j._____
k.	Social studies methods	k._____
l.	Use of media	l._____
m.	Other (please specify)	

_____

_____

_____

20. How well did your methods courses prepare you for interviews with school administrators?

a.	profoundly	a._____
b.	great deal	b._____
c.	somewhat	c._____
d.	very little	d._____
e.	not at all	e._____

21. How well did your BU methods course prepare for teaching Language Arts/Reading?

a.	profoundly	a._____
b.	great deal	b._____
c.	somewhat	c._____
d.	very little	d._____
e.	not at all	e._____

22. Did you select the math option in your junior year? Yes_____ No_____

23. How well did your BU methods course prepare you for teaching mathematics?

a.	profoundly	a._____
b.	great deal	b._____
c.	somewhat	c._____
d.	very little	d._____
e.	not at all	e._____

24. How well did your BU methods course prepare you for teaching science?

a. profoundly	a._____
b. great deal	b._____
c. somewhat	c._____
d. very little	d._____
e. not at all	e._____

25. How well did your BU methods course prepare you for teaching social studies?

a. profoundly	a._____
b. great deal	b._____
c. somewhat	c._____
d. very little	d._____
e. not at all	e._____

26. How would you assess your methods course preparation to teach reading to children from culturally diverse backgrounds? I am

a. extremely well prepared	a._____
b. very well prepared	b._____
c. adequately prepared	c._____
d. inadequately prepared	d._____
e. not at all prepared	e_____

27. Do you incorporate reading skills into the content area?

Yes_____
No _____

28. Did your junior year methods courses influence you to teach reading in the content areas?

a. profoundly	a._____
b. great deal	b._____
c. somewhat	c._____
d. very little	d._____
e. not at all	e._____

Please comment on any additional aspects of your junior year methods courses which may have influenced your first year teaching experience.